DOCUMENT RESUME

ED 176 378 EA 012 084

AUTHOR Hyman, Irwin A.
TITLE An Analysis of Studies on Effectiveness of Training and Staffing to Help Schools Manage Student Conflict and Alienation. A Report.
INSTITUTION Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 15 Jan 79
CONTRACT NIE-P-78-0063
NOTE 305p.; Occasional pages may be marginally legible

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS Administrative Personnel; Behavior Change; *Behavior Theories; Bibliographies; *Conflict Resolution; *Discipline; Efficiency; Elementary Secondary Education; *Inservice Teacher Education; *Program Effectiveness; Program Evaluation; Research Methodology; Research Problems; Staff Improvement; *Student Alienation; Training

ABSTRACT

A search of the literature was made on the effectiveness of recruitment and selection procedures for identifying and retaining administrators and school staff who are effective in managing student conflict and alienation. A classification scheme devised to fit approaches to school discipline within a theoretical framework includes (1) the psychodynamic-interpersonal model, (2) the behavioral model, (3) the sociological model, (4) the eclectic-ecological model, and (5) the human potential model. At least one approach within each model was reviewed. In the first section of the report, each model is explained and available research studies are cited. The limitations of the research and application of the model are discussed followed by a bibliography. The next section contains summaries of selected programs from 52 of the largest city districts. The concluding section discusses the lack of data on both the inservice training of school administrators and the area of problems of recruitment, selection, and retention of school staff who can manage student conflict and alienation. The report concludes with a summary of the findings, methodological problems, and suggestions for further research. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176378

EA 012 084

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AN ANALYSIS OF STUDIES ON EFFECTIVENESS OF TRAINING AND STAFFING TO HELP SCHOOLS MANAGE STUDENT CONFLICT AND ALIENATION

A Report Submitted to the
National Institute of Education -
Contract NIE-P-78-0063 for the
School Social Relation Unit,
Dr. Oliver Moles, Director

THE NATIONAL CENTER FOR THE STUDY OF
CORPORAL PUNISHMENT
AND ALTERNATIVES IN THE SCHOOLS
TEMPLE UNIVERSITY
Of The Commonwealth System Of Higher Education

AN ANALYSIS OF STUDIES ON EFFECTIVENESS OF TRAINING AND STAFFING TO HELP SCHOOLS MANAGE STUDENT CONFLICT AND ALIENATION

A Report Submitted to the
National Institute of Education -
Contract NIE-P-78-0063 for the
School Social Relation Unit,
Dr. Oliver Moles, Director

Prepared by

Irwin A. Hyman, Director
National Center for the Study of Corporal
Punishment and Alternatives in the Schools

Temple University

January 15, 1979

TABLE OF CONTENTS

Page

Project Staff.......... 1

Introduction.......... 2-4

Procedure.......... 5-9

A Conceptual Framework.......... 10-19

The Adlerian Approach to Discipline - A Psychodynamic-Interpersonal Model.......... 20-45

An Analysis of Reviews of the Effectiveness of Behavior Modification in the Classroom.......... 46-62

Human Relations Training - A Human Potential Model.......... 63-90

Reality Therapy - An Eclectic-Ecological Approach.......... 91-123

Social Literacy Training - A Sociological Approach.......... 124-141

Transactional Analysis - A Psychodynamic-Interpersonal Approach.......... 142-160

Teacher Effectiveness Training - An Eclectic-Ecological Approach.......... 161-180

Summaries of Selected Programs in Large School Districts.......... 181-185

Inservice Training of School Administrators.......... 186-188

Recruitment, Selection and Retention.......... 189

Summary, Conclusions and Recommendations.......... 190-197

Appendices.......... 198-282

PROJECT STAFF

Principal Investigator - Irwin A. Hyman, Ed.D.
Professor of School Psychology
and
Director of the National Center for the Study of Corporal Punishment and Alternatives in the Schools

Research Associate (5/15/78 to 9/1/78)
Project Consultant (9/1/78 to completion) - Eileen McDowell, M.S.

Ms. McDowell was responsible from 5/15/78 to 9/1/78 for the organization and collection of data. She also served as a consultant to the project from 9/1/78 until completion

Research Associate (9/1/78 to completion) - Gary Feldman, M.Ed.

Mr. Feldman took over Ms. McDowell's duties when she left to fulfill her internship obligations

Research Assistants - Dave Bogacki, M.Ed.
Sister Nora Dennehy, M.Ed.
Dennis Flanagan, M.Ed.
Joseph Lavoratano, M.A.
Sharone Maital, M.A.
Judy Pfeffer, M.Ed.
Phil Spino, M.Ed.

INTRODUCTION

Under the leadership of Dr. Oliver Moles, the School Social Relations Unit of the National Institute of Education I investigated a variety of areas associated with school violence, discipline, student alienation and techniques for correction and remediation to develop safe and productive schools. One much used and often abused or misunderstood method of discipline is corporal punishment. Through a previous contract with the School Social Relations Unit, the National Center for the Study of Corporal Punishment and Alternatives in the Schools helped organize and contribute papers to a conference on this particular method of school discipline. The conference leader was Dr. Jim Wise who subsequently edited the presentation for publication by N.I.E. While the Center conducts research and disseminates information about corporal punishment, a further mission is to explore alternatives for positive school discipline. Ongoing discussion with staff at N.I.E., as a result of our original conference, revealed that there was no known systematic review of the effectiveness of the many inservice programs on school discipline which are often offered as alternatives to corporal punishment. Therefore, because of the unique facilities of the Center and the background of staff, a contract was awarded to conduct a survey and evaluation of the major approaches currently used for training teachers in school discipline. It was further decided to conduct a concomitant survey of the literature on the effectiveness of recruitment and selection procedures for identifying and retaining administrators and school staff who are effective in managing student conflict and alienation.

The specific statement of work to be completed consisted of the following tasks:

1. Evaluations of the effectiveness of training for (a) teachers and (b) school administrators in the management of student conflict and alienation.
2. Evaluations of the effectiveness of recruitment and selection procedures to identify school administrators and teachers who can manage student conflict and alienation.
3. Evaluations of the effectiveness of means of retaining school administrators and teachers who can manage student conflict and alienation.

The kinds of training for school staff whose effectiveness to be evaluated was to include:

1. Social Literacy Training
2. Reality Therapy
3. Teacher Effectiveness Training
4. Transactional Analysis
5. Curricular approaches if they appear to affect conflict and alienation in the schools
6. Human relations training
7. Development of teacher specialists to work with alienated students
8. Behavior modification - only reviews of this literature should be examined
9. Conflict mediation and/or crisis intervention techniques
10. Other promising approaches

The final products as provided in the contract are as follows:

1. A classification (or set of classifications) of the kinds of training, recruitment, selection and retention procedures identified as relevant to the management of student conflict and alienation. The classifications should highlight the conceptual and procedural similarities and differences. An overview of each area (training, recruitment, selection and retention) should also be prepared which will compare and contrast each major type of training, recruitment, etc. on the conceptual and procedural level and draw general conclusions.

2. Copies of all evaluations which are articles, and abstracts or copies of the most relevant parts of evaluations contained in books or other media.

3. Indexes to the material in #1 above by author and by type of training, recruitment, selection or retention.

4. A review and analysis of the evaluations identified for each type of training, recruitment, selection or retention method. The reviews shall include a methodological critique of the studies, whether the methods are more effective with certain kinds of staff or students or problem behavior or school contexts, distinctions between short term and long term effectiveness, extent of implementation, and any indication as to whether certain variations of a method might be more effective than others.

The following report will reveal that the literature on the effectiveness of training of school staff in the area of discipline indicates a very primitive level of investigation. In some ways the level of methodology and the extent of replication is similar to the research in psychotherapy during the 1950's. The information regarding administrators, recruitment and selection vis-a-vis effectiveness is almost non-existent or unavailable through normal methods of literature search.

Despite the limitations of the literature and the problems of indentification discussed later, it is felt that the report should offer a basis for further investigations into the very important area of school discipline and student alienation.

PROCEDURE

The literature search for this project proved to be a most difficult task. The area under study does not have a clearly defined body of knowledge or specific descriptors that will call forth a systematically developed series of research papers.

In order to adequately survey the pertinent literature, the Center staff decided to use extra resources to broaden the scope of the study. While this approach goes beyond the more limited task described in the original proposal, it was thought that it would have the potential for enhancing the final product.

The staff identified programs developed for improving school and classroom climate, upgrading discipline procedures, and reducing student conflict and alienation. These include:

a) programs mentioned in proposal (see Appendix A)

b) polling experts in the field and all programs identified through various sources (Appendix B)

c) computer searches likely to yield appropriate information including Psychology Abstracts, ERIC, CEC, Dissertations International Abstracts, N.I.M.H. Clearinghouse for Mental Health Information, and Sociology Abstracts (see Appendix C for descriptors used with various printouts)

d) use of the material already available at the National Center for the Study of Corporal Punishment and Alternatives in the Schools

e) index of mental health research grants awarded F.Y. 1977 by N.I.M.H.

f) index of NIE funded contracts and grants relevant to this area of study which were recently completed and therefore not in computer abstracts

Another strategy was the identification of institutions and persons who offer inservice training. A letter requesting information was written in consultation with Oliver Moles of NIE (see Appendix D). The potential respondents included the following:

a) all state Departments of Education (Appendix E)
b) all state instructional units affiliated with NEA (Appendix F)
c) grant award recipients in Pennsylvania (Appendix G)
d) all college members of ACCTE- 800 (Appendix H)
e) selected educational organizations-100+ (Appendix I)
f) companies that publish affective education programs and authors of affective education programs and other involved professionals (Appendix J)
g) the fifty-two largest city school districts (Appendix K)
h) the Educational Service Agencies in each state (Appendix L)
i) list of Growth Centers involved in affective/humanistic education (Appendix M)

DATA COLLECTION

Data collection has used more time and effort on this project than most other aspects. The computer searches presented relatively little data once appropriate descriptors were identified. However, a great deal of time was expended in locating articles since many libraries had to be used. Libraries used included those at Temple University, The University of Pennsylvania, Princeton University, Educational Testing Service, The

University of Pittsburgh, The National Institute of Education, and Duquesne University. Articles which were not available through journals or other published sources were ordered through The ERIC Document Reproduction Service. Over 55 documents were ordered through this service (see Appendix N).

In addition, a comprehensive list of books in the area of discipline was developed (Appendix C). Although most did not describe research, many were ordered through Center funds since they were thought to be potentially helpful for background information.

While a number of dissertations were identified, a limited number were initially ordered because of the anticipated expense. However, since the original abstract from the computer printout was too brief, summaries of all relevant dissertations were obtained from Dissertations Abstracts International. Later, when it was decided to expend Center funds to expand the search beyond the original scope, a number of dissertations were ordered. However, at the time of this report, they were not available for analysis.

A significant aspect of this project was the attempt to reach individuals who were the sole source for information on specific programs. This was, at times, extremely frustrating since the project began in late spring and many people were on vacation. Further, some high level professionals just never responded despite repeated phone calls, messages left, and correspondence. A few of the many frustrating examples follow.

One person who did pioneering work in the field of discipline in groups was contacted. We wrote to him, through his publisher, early in the project. No response was received during the summer. In the fall, we obtained his home address and rewrote to him. After no response, the project director finally called him in late fall. He had no research and referred us to a colleague at the University of Michigan. We wrote and called this contact. He had no data and referred us to a third colleague in Washington. We wrote to this third party and also called. The project research assistant called at least six times and as of the writing of this report, we have no data on the effectiveness of the program. Of course, it may be that there just is no data.

Another frustrating experience had to do with the data search in administration and teacher recruitment and selection. Several nationally prominent people received correspondence and repeated phone calls. Contact was made with Administration faculty at Temple University who specialize in the areas mentioned. Despite many hints and leads, very little was turned up in the whole area, yet a great deal of time was expended.

Another time consuming task grew out of our awareness of the existence of many state education service agencies which previously had different names in different states. Many of these conduct and arrange teacher inservice training. Our first attempt was to locate centers in states where we were familiar with the titles of the centers. We called about six state departments of education and often found difficulty finding someone who could help us. We then called the U.S. Office of Education which could not help. However, through a serendipitous happenstance, we discovered that NIE was funding a project to compile an educational directory of these agencies in each state. However, the contractor had not completed the project. Therefore, a staff member from the Center went to College Park, Maryland to xerox lists of names to contact in each state since these were not yet compiled and available to us any other way. We wrote to a representative in each state who was supposed to be familiar with the agencies and/or services available for that state. Letters were mailed to all 50 states. As lists arrived, we sent individual requests to all service agencies in those states. States were very slow in responding and about seventy-five percent of the states had to be contacted a second time. This project is still ongoing at the time of this report.

The timing of receipt of the grant resulted in the start up date occurring in early June. This made data collection very difficult, even in the case of the major programs, because of vacations, etc. Further, at the end of summer, the research assistant who had major responsibility for this phase of the project had to begin other activities in her role as a student. Consequently, a new staff member had to be assigned to the project and oriented to the collection procedures. Since funds for this were not available from the grant, he has been employed by the Center. The original assistant has continued as a consultant on a part-time basis, but transition was difficult because of all of the details involved in contacts with so many people, agencies, and organizations.

In the autumn, it became obvious that all of the needed information would not be available in time to meet the November deadline. Therefore, a no cost extension was requested and granted by NIE.

The current report represents a summary of the data available for the major programs discussed in the original contract and a partially annotated index to many other programs.

13

A CONCEPTUAL FRAMEWORK

In order to devise a conceptual framework for the tasks involved in this contract, it is important to understand developmental approaches to normalcy and alienation. How does normal development of personality and moral behavior occur. When misbehavior occurs, how is it viewed vis-a-vis normal development? There are many theories of personality that account for normal and abnormal behavior. Psychotherapy has traditionally flowed from theories of personality, research on personality, and concomitant concepts of abnormal personality, which lead to inappropriate behavior. While it is perhaps an exercise in purist futility, the contractor has attempted to fit approaches to school discipline within a theoretical framework which borrows from traditional sources of personality theory and psychotherapy.

A classical source for organizing theories of personality is Hall and Lindzey (1957). An updated version which extends more towards psychotherapy by Kovel (1976) is useful. An interesting project completed at the University of Michigan by Morse (1978) offers a conceptual framework for understanding remediation approaches to classroom discipline. This Child Variance Project (Morse, 1978) was of special help in devising the framework offered. Finally, because of the somewhat confusing array of newer, seemingly atheoretical or multi-theoretical approaches, a recent article describing an eclectic model was helpful (Dimond, Havens and Jones, 1978).

Before presenting the proposed classification scheme, it is important to realize, as mentioned, that many approaches to school discipline do not flow from any clearly defined theory of personality and development.

In some ways, it makes more sense to compare these approaches in terms of the processes used rather than the underlying assumptions. It is clear that the more recent approaches use a wide variety of techniques which are developed from experience rather than theory and borrow liberally from existing therapies. For instance, Glasser describes "quiet correction" as a procedure which is in many ways identical to what behavior modifiers would term "time out." While the more pragmatic approaches are generally not described by their developers in terms of classical personality theory, the contractors have attempted to tease out the underlying assumption regarding the origins of personality. This is perhaps a risky task, but it has been attempted as a beginning to bring some conceptual order out of a field that is essentially chaotic. While the conceptual framework described is comprehensive, all of the identified approaches to school discipline are not represented in the report because of the original contract limitations.

A PSYCHODYNAMIC-INTERPERSONAL MODEL

The psychodynamic approach to understanding behavior is rooted in the concept that individuals house drives, needs, or forces which interact intrapsychically and interpsychically. These theories stress that humans have an inherent nature which shapes personality (Hall and Lindzey, 1957). Psychological theory within this framework ranges from the rigid deterministic biological view of Freud to the social needs of Adler. All of these recognize the existence of an unconscious mind and the importance of the past, especially during critical developmental periods. The present may only be understood from the past. However, they vary in terms of the belief that behavior may be shaped by goal orientation and future aspirations or locked into patterns determined by the past. The therapies within this category all focus on the interaction between inner needs and environmental press. They attempt to resolve neurosis or misbehavior through helping the patient or student gain insight into the regressive or destructive nature of his or her behavior. Most emphasize, but in varying degrees, the importance of early childhood experience with significant adult figures. Since the past is important, improving a child's classroom behavior necessitates an assessment strategy which focuses on the child's past experiences, especially with his parents, to diagnose the problem. Individual diagnosis is a crucial methodological or process procedure for helping to improve behavior. Also, the emphasis on treatment would usually focus on the child's transference of his problems at home to the school setting. Factors such as sibling rivalry, overdemanding parent figures, or unresolved oedipal problems would be interpreted in terms of their relation to the child's classroom behavior.

While psychoanalytically oriented psychologists would stress the importance of the unconscious, the Neo-Freudians place more emphasis on the conscious mind or the ego. Therefore, they are sometimes referred to as ego psychologists. Further, some, such as Adler and his disciple Dreikurs, place importance in understanding values and responsibilities within the social context. In this later approach, leniency is theorized as a misunderstanding of the possible social and personal consequences of inappropriate behavior. In summary, the psychodynamic-interpersonal category includes those approaches which stress the importanct of inborn needs and drives in relation to their satisfaction vis-a-vis significant others.

16

THE BEHAVIORAL APPROACH

The behavioral approach is based on the assumption that all behavior is learned through a paradigm involving reward and punishment. Originating in the stimulus-response laboratory research of Pavlov, Watson and Thorndike, this approach was made more clinically applicable by the later efforts of Miller and Dollard (Hall and Lindzey, 1957). Much of the current practice of behavior modification has been derived from the work of Skinner with reinforcement considered the major factor in determining behavior. The more recent works of Bandura on modeling is currently having great impact. Since all behavior is assumed to be learned through reinforcement, the thrust in school discipline is to help children "unlearn" inappropriate behaviors by reinforcing only those which are appropriate. Since past history is relatively unimportant, the attempt is to anlyze the child's behavior within the current context by identifying and counting occurrences. Reinforcing stimuli are used to shape the desired behaviors which are incompatible with the undesirable behaviors.

While many early practitioners attempted to avoid the use of any type of punishment in classroom behavior modification approaches, there has been more recent interest in concepts such as "soft reprimands", response cost (taking back tokens which have been earned), and aversive conditioning to eliminate severely destructive behaviors.

As agreed in the NIE contract, this area will be presented by use of several reviews rather than an extensive search of the original literature.

A SOCIOLOGICAL MODEL

The sociological approach is broadly defined within the context of the sociology of groups. The sociological approach stresses adherence to group norms. Abnormal behavior is defined as deviance from the norm. An important concept in the sociological approach is Emil Durkheim's formulation of anomie (Morse, 1978). A "normlessness" state may exist because of rapid change in technology or culture. Individuals are not able to tie their behavior to some clearly defined norms and as a result, deviancy and disruption occurs. Labeling theory is another important concept in the sociological point of view. From this conceptualization, deviance and non-deviance are somewhat alike in that they both adhere to certain social rules applied to so called "labeled" groups. The difference between them is that society determines that one set of behaviors is deviant and therefore labels them as such. But not only are sets of behaviors labeled, but groups of people are labeled and stereotyped as deviant or different. Deviance can be everything from retardation, to minority group memberships, to criminal behavior, to giftedness; but the fact is that each group is perceived as being different and not adhering to the norm. In analyzing disruptive behavior from a sociological point of view the emphasis is on understanding socio-economic stratification, the norms and the socialization processes within the school. Often deviance is conceptualized as differences in values between various racial, ethnic or socio-economic groups. For instance, disruption and violence in an inner-city school may be conceptualized in terms of racial stress and tension within the community. In this approach, amelioration would occur by understanding these differences and developing group approaches to the resolution of problems. For instance, white middle class teachers may be the majority in a predominately black school. Emphasis would be to help both groups to understand the values of the other and therefore to function cooperatively rather than antagonistically, or to change the balance in schools.

AN ECLECTIC-ECOLOGICAL APPROACH

An ecological philosophy stresses the influence of various systems which inpinge upon the behavior of the child in the classroom. The model presented is considered eclectic because of important process variables. Its practitioners vary widely, but all assume that a multitude of factors affect behavior and misbehavior. The concept of "ecosystem" derives from the nosology of the biologist Tansley, who conceptualized the importance of the interaction "between and among living things and their non-living habitat" (Morse, 1978). Ecological approaches, especially derived from the works of Lewin, focus on the point of interaction between various forces acting on individual's behavior. Somewhat similar to the sociological model, ecological approaches conceptualize misbehavior as being inappropriate to a particular setting.

Correction of misbehavior is dependent upon the emphasis of the particular psychologist of educator. An interesting integration of the various approaches within this model is described by Dimond, Havens and Jones (1978) for the practice of eclectiscism in psychotherapy. Within this broad framework may be included concepts and theories from biophysical, intrapsychic, phenominological and behavioral models of functioning. They propose a model which postulates that personality may best be understood as being composed of processes represented at each of the levels described. This model is helpful because it provides a conceptually appropriate organizational system for a variety of "facts and theories." While this model is not yet fully elucidated, it does offer a framework for a multifaceted approach to understanding behavior and misbehavior within an ecological schema. Further, it is extremely useful in categorizing newer cognitive approaches which are not quite behavioral and not quite psychodyamic. Finally, it helps to describe those programs which are basically atheoretical and based on pragmatic or emperically developed strategies.

A less extensive diagnostic and corrective approach applied directly to the classroom is exemplified in the works of Jacob Kounin (1970). He identified specific management techniques which effective teachers should use to handle classroom discipline. His work was purely emperical and the focus on correcting misbehavior is in arranging the setting and teacher desist behaviors in a manner which prevents children from misbehaving.

In summary, the eclectic-ecological model, while having a theoretical base in ecology with emphasis on the interaction between individuals, groups and the environment, provides a format for inclusion of many multifacited approaches. These may be derived from both theoretical concerns and practical experience, but they usually focus on methods which are emperically developed.

THE HUMAN POTENTIAL MODEL

This model is based on a variety of assumptions which have been collectively conceptualized as the humanistic approach. In many ways, this is a misnomer since many of the other approaches are certainly humanistic, and for that reason it is referred to here as the Human Potential Model. Morse (1978) refers to it as the alternative model.

The theoretical roots of this model might best be exemplified in the works of Abraham Maslow, Eric Fromm, Gordon Allport, and Carl Rogers (Morse, 1978). They represent a "third force" in psychology which tends to reject the more rigorous scientific study of human behavior for the value of the study of human experience from a subjective framework. This group rejects a "sickness" model for studying behavior and understanding misbehavior and focuses on the study of the actualization potential of humans. Deterministic approaches exemplified by psychoanalytic and behavioral psychologies are dismissed as placing too much emphasis on negative experience and past history. The roots of the Phenomenological or Holistic psychology lead in many directions. However, it is quite clear that as an underlying philosophy for solving problems of alienation, the movement became focused in the counter culture of the 1960's and led to a variety of techniques which are encompassed in the so called human potential movement. While many of the techniques within this movement have been borrowed from a variety of sources, the emphasis is on helping individuals and groups to relieve the alienation caused by western technology, beauracracy and dimunation of individual worth. The modern emphasis on efficiency, control, and competition leads to governments with centralized power which is perceived as detrimental to healthy individual growth. Further, individual alienation leads to the need for group identity. The identity groups are often based on religion, class or race. In times of stress, these groups are often in competition which leads to unhealthy conflict.

In many ways, the human potential movement and its various overlapping manifestations, such as human relations training, appear as a haphazard collection of techniques, yet central to all of these is the underlying theory that "man has an inborn nature that is essentially good and is never evil" (Hall and Lindzey, 1957, p. 326). This assumption has educational predecessors dating back to Rousseau and is expressed in recent times in the open education movement. Rogers and other modern adherents of the approach assume that humans are born with basic "goodness" which they, as whole organisms, attempt to fulfill. The cornerstone of treating deviancy is to help "normal" people adjust to a variety of behaviors and a wide range of attitudes of so called deviants. Children who misbehave need a wide latitude to feel freedom to express themselves and feel wanted. In a nurturing environment their basic thrust for goodness will emerge.

SUMMARY

In summary, we have attempted to conceptualize discipline within five basic models from which all approaches derive. Obviously, as the following parts of this report will reveal, many of the approaches borrow from each other. However, this may be a result of the need to find practical approaches that work, whether or not they fit a particular theoretical framework. The need for a process analysis of these approaches is apparent, but within the time and monetary limitations of the present review, it was not possible.

REFERENCES

Corsini, R.J. Current Personality Theories. Itasca, Illinois: F.E. Peacock Publishers, Inc. 1977.

Dimond, R.E., Havens, R.A. and Jones, A.C. A Conceptual Framework for the Practice of Prescriptive Eclecticism in Psychotherapy. American Psychologist, 1978, 33, 239-248.

Hall, C.S. and Lindzey, G. Theories of Personality. New York: John Wiley and Sons, Inc. 1957.

Kounin, J. Discipline and Group Management in Classrooms. New York: Holt, Rinehart and Winston, Inc. 1970.

Kovel, J. A Complete Guide to Therapy. New York: Pantheon Books, 1976.

Morse, W.C. Videotape Training Packages in Child Variance, Unpublished Manuscript, University of Michigan, 1978.

THE ADLERIAN APPROACH TO SCHOOL DISCIPLINE - A PSYCHODYNAMIC-INTERPERSONAL MODEL

The Adlerian approach in maintaining classroom discipline represents one of the few models which stems directly from a complex model of personality theory. Therefore, there follows a rather lengthy explanation of the constructs necessary to understand this approach as it is applied in the schools.

The theory of Individual Psychology was developed by Alfred Adler, a contemporary and colleague of Freud. As a result, psychoanalytic influences are apparent throughout Adler's writings. For instance, the Freudian notion that the individual is in conflict with society is evident in the Adlerian concept of striving for social superiority. It is on the issue of free will that Adlerian psychology and psychoanalytic theory are diametrically opposed. For Freud and the psychoanalysts, behavior is determined and one acts the way he/she does as a result of inner forces over which he/she has no control. Individual psychologists view people as freely choosing how to act. The basic tenant of Adlerian psychology is that all behavior is purposive, that is goal directed. An individual is always trying to do something, and he/she will only continue to do those things which have some sort of payoff. All things that an individual does tend to serve some purpose for him/her.

Placing Individual Psychology into one specific theoretical category is a difficult task. It is dynamic, in that Adler identifies a basic internal force motivating all behavior. This is the striving from a felt minus situation toward a plus situation, or rather, from a position of felt inferiority to one of superiority or perfection. Adlerian psychology places heavy emphasis on early experience and family constellation as important factors in the development of future response patterns.

Individual Psychology is a social psychology. Adler views people as socially embedded. Personality develops as a result of interaction between the individual and others around him/her. He/she responds to others and is in turn the recipient of responses to his/her actions. Adler believed that it is only in understanding the person in relation to others that one's purposes become clear. Good mental health is defined as a well developed sense of social interest. One tends to act for the common good rather than the individual good. Egalitarianism and a "will to cooperate" are stressed over elitism or a "will to dominate."

Adlerian concepts are also subjectivistic or phenomenological. The emphasis is on the individual's perception of reality, how one views things (subjective reality) rather than how they really are (consensual reality). Likewise, Individual Psychology is a cognitive psychology. One's emotions are viewed as the results of one's thoughts, and are therefore consistent with goal directed behavior. As a result, behavior can be changed by changing thoughts about the situation. It is current beliefs and current thoughts that influence behaviors, including emotions. Thus, classification of Adlerian theory is difficult. However, because of its assumption concerning the causes of behavior, it fits within the psychodynamic-interpersonal category.

Alfred Adler was, perhaps, the first theorist to attempt to translate his theory directly to the school situation. Recently, Individual Psychology is experiencing a wide-spread popularity, primarily due to the writings of Dreikurs, Dinkmeyer, and others. The following discussions of Adlerian principles reflect current interpretations and applications.

Training of teachers focuses on helping them to understand the underlying causes of behavior rather than giving them specific techniques. They stress understanding each child in terms of his/her uniquely determined goals.

The primary human motivation is the need to belong or to be accepted. It is through his/her perceived helplessness and dependence on others that the infant first experiences this need. The child begins to relate the mother's actions to the satisfaction of its physical and emotional needs. As the child relates to others in the environment, the child is influenced by them and in turn influences them. This reciprocal relationship is developed into a striving to function in and belong to a group in order to feel worthwhile.

Also influencing behavior is the biased interpretation of life situations. When a person acts, he/she is acting not on the basis of the reality of the environment, but according to subjective appraisal of the situation. This appraisal is biased and not necessarily in accordance with reality as others would agree on it, because everyone attaches their own personal meanings to experiences. Since one can only draw on his/her past knowledge in order to make judgements, many interpretations are based on generalizations resulting from early childhood experiences. The meanings of these experiences are often misunderstood.

The subjectivity which results in many erroneous perceptions is necessary in order to function adequately. When faced with the need to make a decision, all of the facts are rarely available. Furthermore, even when all of the information is available, there is no guarantee that it will be interpreted objectively. In order to reduce the amount of unintelligible material to a more manageable level, Adler postulates a process of assumption of fictions. That is, people act on assumptions and treat these as if they are real.

Individual Psychology conceives of personality as a holistic, unitary entity. That is, all of an individual's resources, past experiences, and present attitudes and beliefs are directed toward giving status and security, or a feeling that one is worthwhile and has a place within the group. As one grows older, he/she acquires the ability to anticipate the results of his or her actions. The anticipated outcome then becomes part of the decision making process and can determine what the person views as furthering his or her security.

The two most important influences shaping the person's concept of self and the world are the inner environment and the outer environment. The inner environment is primarily what the individuals experience in their own bodies and the physical abilities with which they are born. While hereditary endowment and prenatal conditions can influence later development, Adler felt that what a child is born with is less important than what the child does with it.

The outer environment consists of all the impressions the child receives from the outside world. The most important early influence is the immediate family, which provides two kinds of experiences. The family atmosphere consists of the means by which the parents, by their attitudes toward each other and toward the children, pass on family practices and community patterns. That which is the same in children of a given family usually reflects the family atmosphere. Individual differences usually reflect competitive strife within the family constellation.

The family constellation, the second experience, is an important factor in Individual Psychology. Each child's position is different from that of any other sibling, thus each psychological field is different.

The oldest child is the sole focus of parental attention until the arrival of another sibling. This arrival is somewhat of a "dethronement." The child will then try to regain the former position by being special or through superiority.

The second child must always attempt to overtake a more capable, established older sibling. If able to succeed or to find one's own place, development can proceed. However, if the child fails at this, he or she may attempt further means to achieve a more favorable position. Generally, a second child strives in an area other than that of the older sibling's successes.

Upon the birth of a third child, the second child is forced into a new role, that of middle child. The older sibling is able to adopt a role of responsibility; the younger, the role of the baby. Thus the middle child often feels squeezed out.

The youngest child has certain advantages. His or her position is secure. He or she can either remain the baby or outdo all of the others. Often the youngest child gets the most attention and service.

Dreikurs, Adler's main disciple in American education, identifies four goals of misbehavior: 1) attention getting; 2) struggle for power; 3) revenge; and 4) using disability as an excuse. The most common goal, by far, is attention getting. This can be both positive and negative, although the negative behaviors usually cause more concern. A struggle for power develops when someone attempts to stop a misbehavior which may have been for attention only. The child then strives to control the adult or the situation rather than merely getting attention. When adults allow themselves to get involved in an argument with the child, they are actually playing into the child's hands.

Behavior motivated by revenge manifests severe disturbance. Usually, a child wanting revenge has experienced a long history of discouragements and has given up hope of feeling worthwhile through constructive means. The child may feel that everyone is against him or her and seek retaliation.

The most extreme form of discouragement is manifested in the use of assumed disability or inadequacy. The child has given up and seeks to be left alone. This behavior often shows up in relatively well functioning individuals who assume disabilities in specific areas.

Adlerian theory has led to a number of operational techniques in order to promote mental health. Some of these techniques apply to the child, some to significant persons in the child's environment. These techniques stem directly from the belief in self-determination. Since every response is a matter of choice, the choice can be made to correct the response. This promotes forward directed therapy, education, and counseling.

The process of encouragement is crucial to any Adlerian approach. The child is encouraged to develop an attitude that it is possible to change, to correct mistakes. Guilt is reduced by pointing out that mistakes can result from inadequate preparation for certain situations. Encouragement is not the same thing as praise, since praise implies a value judgement, while encouragement: 1) places value on the child as he or she is; 2) shows faith in the child and enables one to have faith in oneself; 3) sincerely believes in the child's ability, winning the child's confidence, and building self respect; 4) recognizes a job "well done;" 5) utilizes the group to facilitate development of the child; 6) integrates the group, assuring each of his or her place within it; 7) assists in the development of skills sequentially and psychologically based so as to permit success; 8) recognizes strengths and focuses on assets; and 9) uses the child's interest to facilitate learning. Encouragement is vital to an Adlerian approach, especially in times of failure.

Emotional problems are de-emphasized, since self-determination implies control over emotions. Individuals can create emotions to serve a purpose, and emotions are, in fact, necessary to act with conviction, to strengthen oneself, and to support one's goals. However, emotions must always be controlled by reason and not used as excuses for actions. Adlerian theory permits a cognitive reorganization resulting in control of emotions.

Perhaps the most far reaching concept, especially for use in schools, is the use of natural and logical consequences. Natural consequences are those which follow as a direct result of an action. For example, a burnt finger is the natural consequence of touching a hot iron. Logical consequences are those which do not follow directly from the act, yet are reasonably related consequences. For example, the natural consequence of a child dashing into the street could be physical injury from an auto accident. Clearly, this is not to be desired, and an alternative must be sought. One alternative may be restricting the child to a fenced yard. This follows logically since the child cannot be trusted near the street. Use of consequences allows the adult to provide structure while removing himself or herself from any confrontation.

According to Dreikurs (1957), there are a number of differences between consequences and punishment.

1) Logical consequences express the reality of the social order, not of the person; punishment, the power of personal authority. Dreikurs feels that this is the most important difference. The concept of social order reflects the rules of living which must be learned in order to

function effectively in any given society. Some rules are cultural, others transcend culture, but all are designed to ensure safety and well-being. The social order is an impersonal body of rules which must be learned for the child to partake in society adequately.

2) A logical consequence is logically related to the misbehavior; punishment rarely is. Punishment generally has no connection to the misbehavior, but is arbitrarily imposed. In order to attain social functioning, the child must be able to see the relationship between his or her own actions and the result of this behavior rather than the action of someone else. If this relationship is not clear, the consequence will be viewed as punishment.

3) Logical consequence involves no element of moral judgement; punishment inevitably does. Traditionally, an autocratic doctrine has presupposed the use of moral judgement as a means of maintaining the power of the authority figure to correct a transgression. As a result, the transgression was frequently against the authority, rather than against the social good. Application of this principle leads to the children viewing their actions and ultimately themselves in terms of being good or bad. Since children inevitably err, they begin to see themselves as bad and turn more toward the destructive side of life. The concept of logical consequences is based on a premise that children do not develop either good or bad, even though their acts may be judged so by society. Misbehaviors are mistakes rather than sins and have no effect on the individual's worth as a human being. A logical consequence, rather than carrying a connotation of sin, distinguishes between the deed and the doer. An unpleasant consequence decreases the likelihood that the child will repeat the act, but the decision of whether or not to repeat it remains with the child.

4) Logical consequences are concerned only with what will happen now; punishments, with the past. A punishment is imposed for past misdeeds and carries with it the notion of atonement for the deed. Since one is paying for his/her crime, the implication is that one is free to commit the same again, as long as he/she is willing to pay the price. On the other hand, logical consequences are self-evident and only present as long as the child disrupts the order. It is order and reality which bring about unpleasant consequences, not the arbitrary power of an adult. Since the child does not feel personally defeated, the adult can stand by as an encouraging friend.

5) The voice is friendly when consequences are invoked. There is anger, either open or concealed, in punishment. It is essential to the use of consequences that the voice remain friendly and concerned. The adult acts as a bystander who can express genuine regret, but must still let the child face the consequences. A harsh tone or a retaliatory posture can turn the best consequences into punishment. An adult who feels personally involved risks becoming threatened or defeated and as a result, rarely will be effective. When personally involved, one deprives oneself of the use of consequences which could result in one's becoming disengaged from the struggle. Disengagement and the use of consequences depend on each other, and cannot occur separately.

There are certain conditions under which logical consequences may be utilized. Primary among these is the use of choice. Choice is intrinsic to every consequence. The child should always have the choice between correcting the behavior and continuing to misbehave. If the child decides to continue, then the consequence should follow immediately. This choice must not extend to choosing punishments after a misbehavior, since the child could refuse all choices, thus forcing the adult to act in an arbitrary manner and increasing the conflict between the adult and the child.

It is important to understand the goal of the child in order to guarantee the effectiveness of any correctional procedure. Generally, the use of consequences is most effective if the goal is attention getting. Where the goal is revenge, the child is engaged in demonstrating superiority to such an extent that the child is no longer concerned with the results. The more unpleasant the results, the more determined the child becomes to fight or to get even. In such cases, the consequences must be inherent in the situation and not imposed by any adult. This serves to remove the adult from the power struggle.

In situations of danger, such as the above example of a child running into the street, consequences are more difficult to impose. Generally speaking, simple prohibition followed by removal may be the most effective action.

When consequences have been applied and have not been effective, it becomes necessary to review the procedure step-by-step in order to determine the source of the problem. Frequently, some aspect of the adult's behavior, such as a conveyed punitiveness, may be affecting the outcome. In such cases, an alternative method may become apparent from the analysis.

The principles of Adlerian Psychology have been applied to the classroom in the form of Individual Education. The major theoretical points directly applicable to Individual Education are (from Corsini, 1977, p. 29):

> 1) Children operate in life in terms of their perceptions of how to achieve success, superiority, competency. They are ambitious and motivated to become bigger and better. 2) Each child has his own individual set of goals or values, even though he may not be able to conceptualize or verbalize them. 3) Every child is an intact

individual, organized around a number of relatively simple principles which in turn are related to the child's goals. 4) Children can transcend apparent limitations of biology and society. 5) The child is embedded in society and takes his values from society, but the child's society itself is a unique construction - what he selects from his environment. 6) The happiest and most successful child is one who cooperates with life. 7) Failures in life for children are functions of discouragement, which lead to stunting of potential for social interest.

From the material available, there is no presentation of how teachers are trained in terms of specific technique. Apparently, teachers are trained in study/discussion groups where emphasis is on reading, discussing, and understanding Adlerian theory. Once this is accomplished, teachers discuss individual cases from their own classrooms and learn to use theory to determine specific strategies in instances of misbehavior. Role playing and other techniques are used to aid this learning process.

In addition to the usual computer research and other methods for obtaining evidence of efficacy, Bettner and Thorn (1978) provided the contractor with an extensive review which they prepared. They are both active leaders in the Adlerian movement. Unfortunately, they did not provide all of the studies they reviewed; however, their summary is provided in Appendix P. This approach, while extremely well developed in terms of scholarly pursuit and high level trainers, does not appear to be as visible at the national level as TET, Reality Therapy, and other proprietory programs.

The available research follows.

THE RESEARCH

A study by Nelson and Koehler (1978) was based on narrative data. The report describes a program designed to demonstrate the effectiveness of working with significant adults as an indirect method of changing child misbehavior. One innovative aspect of this program has been the use of parent para-professionals and volunteers to lead study groups in Adlerian principles.

Project participants were any PK-6 student showing maladaptive behavior according to the Adlerian-Dreikurs model. Those behaviors that interfered with social or academic learning received special attention. However, only those students whose parents agreed to and actually did participate in the program were included in the data. In comparison schools, parents of referred students were not involved.

Significant improvement was found on student ratings by teachers and parents as a result of program participation at the .001 level over students in the control groups, at all grade levels.

A study conducted by Taylor and Hoedt in 1974 used an experimental design in order to explore the effectiveness of various modes of intervention. Specifically, a comparison was made between direct and indirect methods. The dependent variables were pretest/posttest difference scores for the 14 subscales of the Devereaux Elementary School Behavior Rating Scale. Subjects were drawn from eight public elementary schools in Akron, Ohio. Students were recommended on the basis of exhibiting observable, disruptive classroom behavior and were randomly assigned to one of four treatment conditions.

Treatment A was an indirect intervention consisting of children whose mothers were exposed to Adlerian group counseling following the model of Dreikurs and Soltz. Treatment B, also indirect, consisted of children whose teachers were exposed to Adlerian group counseling consistent with Dinkmeyer and Dreikurs (1963). Treatment C consisted of children who directly experienced group counseling of an eclectic nature. Treatment D was the control and consisted of children who received no special treatment and whose parents and teachers were not involved in a special treatment group.

Mean pretest-posttest difference scores were subjected to an analysis of variance followed by Duncan's multiple-range procedure to identify specific mean differences. The greatest gains were noticed among children who were exposed to either Treatment A or B, the indirect approaches (p .001). Adlerian group counseling with significant adults was superior to direct intervention and accounted for all gains over the control group with the exception of the reduction of Achievement Anxiety, although differences among treatments A, B, and C were not significant. Also, indirect intervention was generally more effective than direct intervention or no intervention in reducing teacher perceived classroom problems.

A study conducted by Hoffman (1975) was designed in order to evaluate a specific method of conseling and consulting with secondary school students and their teachers based on the Adlerian theory of psychology.

Three basic research questions were formulated and then structured into six statistical hypotheses. First, the investigator was interested in learning if Adlerian group counseling with secondary school students identified by their teachers as exhibiting attention getting behaviors would reduce such behavior. Secondly, the question posed was whether conducting a C-group with the teachers of such students would effectively reduce such attention getting behavior. Thirdly, the investigator was interested in knowing if a combination treatment consisting of Adlerian group counseling with such students and the conduct of a C-group with the teachers of these students would effectively reduce such attention getting behaviors. Results of the analysis of the data indicate the following: (1) Use of the C-group method with teachers was more effective in reducing the number of attention getting behaviors of students than involvement of the students in Adlerian group counseling. (2) The combination treatment involving the use of the C-group method with teachers of attention getting students and Adlerian group counseling with students was more effective in reducing the number of attention getting behaviors of students than involvement of students in Adlerian group counseling alone. (3) Adlerian group counseling with students was more effective in reducing the number of attention getting behaviors of these students than no treatment at all. (4) The combination treatment involving the use of the C-group method with teachers of attention getting students and Adlerian group counseling with students was more effective in reducing the number of attention getting behaviors of these students than the involvement of their teachers in a C-group experience alone. (5) Involvement of teachers of attention getting students in a C-group experience was more effective in reducing the number of attention getting behaviors of such students than no treatment at all. (6) The combination treatment involving the use of the C-group method with teachers of attention getting students and Adlerian group counseling with students was more effective in reducing the attention getting behaviors of the students than no treatment.

This study exhibits several problems in its methodology and in its reporting. The author describes the collection of the data for the post treatment measure; however, there were no data collected at the outset. Therefore, no deviation scores could be computed, and conclusions based on comparisons of the groups based on this raw data may be misleading, reflecting differences inherent in the groups rather than in the treatment. Further, actual results of the data analysis and the validity of the measurement instruments are not included, nor are significance levels.

A report compiled by Tafoya (1977) describes the results of two programs designed to reduce violence in Sacramento Schools. During the school year 1975-1976, the first program was carried out, during which 75 students from three high schools were trained in student leadership. The students received 72 hours of training from November, 1975 through February, 1976. The program was implemented in Spring, 1976. All students were paid minimum wage during training and implementation. The program did not meet its objective, namely, to reduce violence in the schools. The author postulates three reasons for this: 1) the students were trained in self awareness but received no tools to deal with violence in others; 2) there were no provisions for follow-up or evaluation ; 3) the students had no on-site supervisor.

In 1976, the school district chose to continue the project using students from different schools. Twenty-five students and 14 teachers, counselors, and administrators received 34 hours of training in skills and techniques of conflict management. Student participants received credit toward graduation rather than money. Both students and staff were trained together and were taught techniques as facilitators in a crisis. Reinforcement meetings continued at least once a month and a Parent Advisory

Council was formed. A survey at the end of the year revealed the success of the program. Students, staff, and principals expressed the desire for continuation of the program in the schools.

The report presents the original proposal as well as a one page summary of the success of the project. Included are a variety of statistics. However, these statistics are presented as raw data posttest scores without any basis for comparison. The results of the survey taken indicate a generally positive view, but are highly subjective in nature.

Stormer and Kirby (1969) report on a program of elementary school counseling designed to function as a Demonstration Center. Groups were open, although members were added only at the request of other members. The groups were conducted in the presence of teachers and/or parents.

Within the group, the counselor's function was: a) to build a relationship based on mutual trust; b) to gather information; c) to generate hypotheses regarding the purposes of the student's behavior; d) to test these hypotheses through goal disclosure; e) thereby to help the student understand the motive and purposes of his behavior; and f) to make recommendations toward more desirable behavior based on insights gathered from or formulated by the group. There were 10 groups consisting of 6 to 8 pupils each. Groups met for 45 minutes once a week for 6 months.

Teachers met weekly in an in-service program to discuss management problems. As teachers began to understand the purposes behind children's behavior and its consequences, a second phase was initiated, namely, interaction analysis.

Parents of children participating in the counseling, as well as other interested parents, met weekly for "Discussions for Family Living" group sessions. Hidden goals were often explored on a specific case basis or problems of a general nature were discussed.

Results were presented as: case studies; results of an informal checklist study with teachers and pupils; and, opinions expressed by participants. Results were generally favorable with teachers expressing the opinion that counseling helped the pupils in social and personal development, but did not improve academic achievement. Pupils also felt counseling was helpful. Students in grades 1 and 2 felt that counseling was helpful in relating to classmates and teachers, but not helpful in understanding behavior. On the other hand, those in grades 3 to 8 felt that counseling was helpful in understanding and accepting their behavior, but not helpful in developing more positive relationships.

The study reports on methods useful in group work using Adlerian techniques. The technique of self reporting has been shown to be a feasible alternative to more rigorous experimental methods and is well suited to this type of study.

Kelly and Croake (1977) presented a detailed case history of a 13 year old school phobic male. Application of "logical consequences" combined with heavy doses of "encouragement" were considered to have contributed to the remediation of the problem, as well as stimulating adoptive behavior.

Walton (1974) reports on a federally funded project operated in a Tennessee High School. The program was a systematic attempt to utilize Individual Psychology to win the cooperation of students in a school where lack of cooperation had been manifested by excessive vandalism, discipline referrals, and truancy. Based on the assumption that a "misbehaving youngster is a discouraged youngster," this project sought to reduce behaviors designed to elevate an individual in socially unproductive ways and to increase socially useful behavior.

It was posited that youngsters are discouraged by receiving messages suggesting that adults must do things for them or force them to do things, thereby relegating them to a position of inferiority. Since no one is willing to accept an inferior position these students would seek to improve their position through socially unproductive acts.

In order to improve this situation, a program of specific procedures and techniques consistent with Adlerian Psychology was implemented. This program included workshops, weekly teacher meetings, and establishment of student groups. Wherever possible, students were encouraged to participate in policy making and self-governance. Consequences for socially maladaptive behaviors were established, as well as procedures for students to gain recognition for more constructive behavior.

The report listed significant decreases in discipline reports, broken windows, vandalism, cost of replacing materials, paddlings, and detentions after one year.

This report gives a detailed description of the actual methods used in combating vandalism on the high school level. The results indicate the effectiveness of such a program when applied in a setting characterized by desire to improve the present situation. The reported results stemmed from an effort by both students and faculty. Unfortunately, the report does not include the cost of establishing such a program; however, the improved student attitudes and school atmosphere would appear to offset any investment.

In 1976, Ann Tuites presented a detailed discussion of a pre-school program based on Adlerian principles as interpreted by Dreikurs. Staff members are drawn from a variety of backgrounds other than education. The most important qualification is that they be trained in the principles of

Individual Psychology. The role of the teacher is viewed as observing and interpreting behavior, establishing a relationship with the child, demonstrating understanding and insight about the child's needs, and finally, to act as a director in arranging situations that become of educational value. Teachers are encouraging, and responsibility for activities is placed on the children. Natural and logical consequences are applied under the assumption that the children can understand the connection between the consequences and their behavior.

Specific case studies are presented indicating the success of the program. The author also notes movement toward a more therapeutic type of community, including: parents extending the method into their homes; parents studying further in the Family Education Center or at local colleges; and teachers from local schools observing and beginning to implement these techniques in their own schools.

The successes noted in this article may be biased due to the population sample. While the author notes that no child is turned away, if the parents do not agree with the program, they are referred to a more traditional school. This would tend to increase the chances of success by removing from the sample those cases least likely to produce the desired results.

Kozuma (1977) summarized research conducted at four schools using Individualized Education. The schools are all located in Oahu, Hawaii. Research was carried out by evaluation teams consisting of school personnel, community representatives, parents, and professional educators. Data consisted of visitor observations and evaluations, school personnel questionnaires, student and parent attitude surveys, interviews, and objective test results. Results indicated that 90% of the visitors felt favorably about the program. Approximately 76% of the students reported that they felt good about the program. Parental attitudes were about 78% favorable, while all of the teachers were favorable towards the program. Evidence of academic gain was also reported as measured by increased academic standing of one of the schools.

A follow up study of 41 graduates of the program indicated that: a) graduates of the program were well prepared for and able to adapt to high school; b) the graduates had realized the goals of the program; and c) the graduates were on their way to becoming "responsible, resourceful, decisive, skilled, respected and respectful, cooperative and responsive" individuals. High school teachers also rated the students very highly on a follow up survey. A third study surveyed students, staff, and relatives of one of the high school programs. Results of this study indicated generally positive feelings for the program.

Most of the data presented in this study tend to be subjective in nature. The continued functioning of the program, along with the reported positive feelings, would appear to indicate that individual education is at least a viable alternative, but further research of a more objective nature is needed, preferably of a pretest-posttest design.

Muirhead and Fong (1977) reported responses to an Adlerian program. The results were visitor's responses to Our Lady of Sorrows School in Oahu, Hawaii. The program at Our Lady of Sorrows is based on Individual Education. Visitors were surveyed regarding their impressions of the program. Visitors included school principals, teachers, psychologists, psychiatrists, etc. Results of over 300 surveys indicate about 99% favorable responses. The major favorable impressions were, in order:

a) responsibility and freedom of choice given the students, b) respect for all by all, and c) orderly, self-directed activity.

Although the sample is large and composed of various professions, the results tend to be highly subjective. Future studies should include a more objective measure of effectiveness than visitors' impressions.

SUMMARY

The research summarized is not convincing in terms of data. Because the program is so complicated, it is difficult to sort out what experimental effects are caused by what program facets. For instance, many of the studies concurrently use parent groups, teacher groups and childrens groups. However, as with many of the studies of other programs, teachers attitude as measured on narrow scales do seem to change and there is an apparent humanizing effect as measured on teacher responses. The studies are summarized on Table 1.

Table 1
Summary of Research on Adlerian Programs

Name and Location	Subjects	Design and Measures	Statistics	Results
Hoffmann (1975) Appalachia	high school students and teachers	Post test, classroom observations	one factor ANOVA	Results showed use of Adlerian group methods effective in reducing attention getting behaviors of students. Significance levels not reported.
Kelly and Croak (1977) Nebraska	1	Case history School phobic		Subject reported improved
Kozuma (1977) Hawaii	4 schools using individual education	visitor observation school personnel questionnaires attitude surveys interviews objective test results		favorable attitudes improved academic ratings
Muirhead and Fong (1977) Hawaii	1 school (parochial elementary) using individual education	visitor reports N=300		99% favorable comments
Nelson E. Koehler (1978) Elkgrove, CA	819 students 224 parents	pretest/post test experimental interpersonal goals inventory and Behavior Rating Scale D.V.-pretest/post test deviation scores I.V.-groups led by paraprofessionals and volunteers		Significant difference by teacher and parent ratings compared to control groups

Name and Location	Subjects	Design and Measures	Statistics	Results
Stormer & Kirby (1969) Wheeling, West Virginia	69 pupils in 10 counseling groups	case studies behavior check lists		Teachers felt counseling helped pupils pupils in gr. 1 and 2 felt counseling helpful in relating to others but not helpful in understanding behavior. Pupils in gr. 3-8 felt counseling helpful in understanding and accepting behavior but not helpful in relating to others.
TaFoya (1977) Sacramento	2 Schools	Training program post test survey		Felt successful at reducing student violence
Taylor and Hoedt (1974) Akron, OH	children with disruptive behavior parents, teachers	pretest/post test experimental (control) D.V.=pre/post scores on Devereaux Elem. Sch. Behavior Rating Scale I.V.=Indirect intervention (Adlerian group mothers) Indirect intervention (Adlerian group teachers) Direct intervention childrens group no treatment	ZXY ANOVA with Duncan's procedure	S. (.001) improvement for indirect treatment over no treatment Significant results for indirect treatment ov direct treatment
Tuites (1976)	1-preschool	case study		Reports generally positive results with varic children, including physically handicapped, hyperactive, etc.
Walton (1976) Tennessee	1 high school	pretest/post test incident count of acts of vandalism or behavior reports		Decrease in the amount of vandalism and the r ber of reported behavior problems

18

47

REFERENCES

Bettner, B. L., Thorn, H., A survey of Adlerian school programs, Family Education Center of Philadelphia and Family Education Center of Delaware, August, 1978.

Bubbica, M., Meder, F., Platt, J., General guidelines for class meetings, Elk Grove Unified School District, Elk Grove, California.

Cassel, Pearl, Communicating with your child, pamphlet of Ontario Public School Men Teachers' Federation, Toronto, Ontario.

Cassel, Pearl, How to cope with children's misbehavior, pamphlet of Ontario Public School Men Teachers' Federation, Toronto, Ontario.

Cassel, Pearl, How to understand the behavior of young children, pamphlet of Ontario Public School Men Teachers' Federation, Toronto, Ontario.

Corsini, R. J., Individual education: a system based on individual psychology, Journal of Individual Psychology, 33:2a, November, 1977, 295-349.

Dinkmeyer, D. C., Conceptual foundations of counseling: Adlerian theory and practice, The School Counselor, 11:3, March, 1964.

Dinkmeyer, D., Contributions of Adlerian psychology to school consulting, reprinted form Harold H. Mosak (ed.), Alfred Adler: his influence on psychology today, Norges Press, 1973, 212-220.

Dinkmeyer, D. C., The consultant in elementary school guidance, Guidance Journal, 1:4, Spring, 1972.

Dinkmeyer, D., Dreikurs, R., Encouraging children to learn: the encouragement process, Prentice-Hall, Englewood Cliffs, New Jersey, 1963.

Dreikurs, R., Psychology in the classroom, Harper and Row, New York, 1957.

Dreikurs, R., Cassel, P., Discipline without tears: chapter 11: typical problems and their solutions, Hawthorn Books, 1972, 85-96.

Dreikurs, R., Corsini, R., Brief examples of counseling with disruptive children.

Dreikurs, R., Gould, S., Corsini, R. J., Family council: the Dreikurs technique for putting an end to war between parents and children (and between children and children), Henry Regnery Company, Chicago, 1974.

Dreikurs, R., Grey, L., A new approach to discipline: logical consequences, Hawthorn Books, New York, 1968.

Dreikurs, R., Grunswald, B., Pepper, F., Maintaining sanity in the classroom: illustrated teaching techniques, Harper and Row, New York, 1971.

Dreikurs, R. and Soltz, V., Children: The Challenge, Hawthorn Books, New York, 1964.

Grubbe, T. E., The challenge of kindergarten: toward a better understanding of parent-teacher-child relationships, Articles of supplementary reading for teacher and counselors, Alfred Adler Institute of Chicago, 1970.

Grunwald, B., The application of Adlerian principles in a classroom, paper presented at the annual meeting of the American Society of Adlerians Psychology, Chicago, May 8, 1954.

Hoffmann, F. J., Use of the Adlerian model in secondary school counseling and consulting, The Individual Psychologist, 12:2, November, 1975, 27-33.

Ignas, E., Individual education: an introduction, Industrial Relation Center, The University of Chicago.

Individual psychology: the legacy of Alfred Adler, The Counseling Psychologist, 3:1, 1971.

Kelly, F. D., Croake, J. N., The application of Adlerian theory to school phobia, paper based on a presentation at the annual meeting of the American Society of Adlerian Psychology, Chicago, May, 1977.

Kern, R. M., Mathemy, K. B., Patterson, D., A case for Adlerian counseling: theory, techniques, and research evidence, Alfred Adler Institute of Chicago, 1978.

Kozuma, H., Summary of research on individual education: Journal of Individual Psychology 33:2a, November, 1977, 371-380.

Marlin, K., The basics of dealing with disobedience and rebellion in children, Practical Parenting Publications, 1977.

Muirhead, M., and Fong, J., An analysis of visitor's responses, Journal of Individual Psychology. 33:2a, November, 1977, 366-370.

Mullis, F., "C" group for teachers.

Papenek, E., An Adlerian psychologist describes how he operated several schools for juvenile delinquents, including Wiltwyck in New York, the responses of two graduates, and a comparison to Neill's Summerhill, in H. Hart (ed.), Summerhill for and against, 1970, 166-173.

Pollak, S. W., Theory and techniques for a therapeutic milieu, Journal of Individual Psychology, 25:2, November, 1969, 164-173.

Scarth, P., Implications for individual psychology for the school psychologist, Journal of Individual Psychology, 25:2, November, 1969, 146-154.

Seese, J., How to develop social interest through a class council, The Individual Psychologist, 15:1, March, 1978, 27-35.

Sonstegard, M., Sonnensheim, M. F., The allowance: wages for wee folks, Adams Press, Chicago, 1977.

Stormer, G. E., Kirby, J. H., Adlerian group counseling in the elementary school; report of a program, Journal of Individual Psychology, 25:2, November, 1969, 155-163.

Tafoya, R., Conflict management project: statistics pertaining to case forms catalogued at Oakridge Elementary, Jedediah Smith Elementary, Pacific Elementary and Freeport Elementary, Scaramento City Unified School District, 1977.

Taylor, W. F., Hoedt, K. C., Classroom-related behavior problems: counsel parents, teachers, or children? Journal of Counseling Psychology, 21:1, 1974, 3-8.

Tuites, A., Practical application of Adlerian principles in a pre-school setting, The Individual Psychologist, 13:2, November, 1976, 30-36.

Walton, F. X., Excerpts from project win over: a project for high schools, Campbell County Comprehensive High School, Tennessee.

Walton, F. X., Powers, R. L., Winning children over: a manual for teachers, counselors, principals, and parents, Practical Psychology Associates, 1974.

Way, L., The story of the school, introduction to Discipline without punishment an account of a school in action, Faber and Faber, London, 8-16.

Wright, J., Mallis, F., Five stepping stones to joy: classroom guidance, based on a presentation by James L. Kern at the June, 1977 National Elementary Counselors Conference in Madison, Wisconsin.

AN ANALYSIS OF REVIEWS ON THE EFFECTIVENESS OF BEHAVIOR MODIFICATION IN THE CLASSROOM

The growth in the use of behavior modification techniques in such applied settings as schools is amply documented in the literature of the last decade (Altman and Linton, 1971; Kazdin, 1978; O'Leary and O'Leary, 1976). Because the approach has a clear theoretical base and a definite applied use growing from its emphasis on research, there is a voluminous amount of literature compared with the other programs reviewed. Therefore, the major concentration of our analysis was on available summaries of the literature rather than primary sources. Despite these efforts, the extent and detail of this report was unavoidable.

Kazdin (1978) claims that, "Operant techniques have been applied more extensively in the classroom than in any other setting" (p. 553). O'Leary and O'Leary (1976) report that in their travels along the Eastern Seaboard, they found that 10-20% of all teachers have used some behavioral procedures. The majority of behavior modification programs have focused on classroom conduct in the elementary schools (Kazdin, 1978). Altman and Linton (1971) suggest some reasons why schools are ideally suited for testing the effectiveness of behavior modification. One, schools by definition have almost always been concerned with using some method or other for discipline and modification of children's social and academic behavior. Secondly, schools are ideally suited to behavior modification since it is quite feasable for teachers to manipulate and control much of the classroom environment. Given the suitability of the school environment and the wide-spread use of behavioral procedures in the classroom, it is necessary to examine how effective the use of these various procedures really is.

This question will be considered here in terms of the type of reinforcement procedures used, the goals of the behavior modification programs and the degree to which it is truly suited for use in schools and accepted by teachers. Even though effectiveness is often considered in terms of the child in most behavior modification programs, the outcome is a direct function of specific identifiable teacher behaviors. Thus training of teachers is a prerequisite for most effective behavior modification programs.

Most of the techniques used in schools involve some form of operant conditioning as the theoretical base. These are a wide range of procedures developed from such principles as reinforcement, extinction, and stimulus control. The focus is generally on individual subjects, although in the schools some studies have been conducted with class groups. Behavioral programs emphasize assessment and modification of clearly defined overt behavior which is reliably recorded, often by outside observers, and to which the teacher must respond consistently (Kazdin, 1978). Effectiveness is generally assessed by comparing the behavior of a single child or group during a baseline period when no intervention is used, with their behavior when some intervention is instituted. In order to show that the intervention is clearly the reason for the behavior change either a return to baseline conditions (reversal), a focus of the intervention on a different previously unaffected target behavior (multiple baseline), or a control group may be used. While these designs permit rather straightforward consideration of the effectiveness of a technique in changing a specific behavior in a given setting, it often leaves the important consideration of generalization of the effects across settings and behavior unanswered. These issues will be considered further after examining the evidence for the effectiveness of each of the various behavior modification techniques used in the schools. As already noted, most of the approaches use operant techniques. Both intrinsic social rewards such as positive teacher attention and praise as well as extrinsic rewards in the form of tokens or other tangible reinforcers have been widely studied as means of modifying both conduct and academic behavior. Contingency contracting, another form of reward program has also been used effectively in the schools. Often, combinations of several rewards have been used to modify several behaviors.

Social Reinforcers: The use of praise and attention, is generally instituted simultaneously with ignoring undesirable behavior. On the basis of their review of studies conducted with children from kindergarten through grade twelve and with classes of three to thirty-nine, O'Leary and O'Leary (1976) conclude that "most of the praise and ignore studies show clearly that the children's behavior changes in the expected manner when the teacher's behavior changes" (p. 477). Several other reviews of the literature concur with this statement (Altman & Linton, 1971; Kazdin, 1978). In fact, the studies reviewed also show the degree to which teacher attention may control a child's behavior regardless of whether the attention is positive or negative. Altman and Linton (1971) cite evidence that teacher disapproval contingent on disruptive class behavior often serves as a positive reinforcer or has no effect at all.

While it is clear that systematic teacher attention may effectively alter behavior, the degree to which ignoring undesirable behavior has an effect is not so clear. O'Leary and O'Leary (1976) conclude that ignoring alone is ineffective. However, Drabman, Jarvice and Archbold (1976) note that this is one of the simplest methods of controlling inappropriate classroom behavior which is frequently presented to teachers. They review

51

several studies that support the effectiveness of ignoring when used alone as well as in combination with other procedures. But, these authors caution that one of the main difficulties with the use of "ignoring" is that it seems simple. The teacher needs to be aware of several pitfalls. First, he/she may not be the only or even the main source of reinforcement. Second, there may be no compromise in an extinction procedure, since intermittent "giving in" may actually make an undesirable behavior more persistent. Third, when ignoring is first instituted, especially if alternatives are not simultaneously reinforced, there may be an initial increase in the disruptive behavior which the teacher may be unwilling to tolerate.

A major limitation on the effectiveness of social reinforcement results from evidence that indeed teachers have more difficulty altering their praise and ignore behavior than they do conducting more complex behavior modification programs such as token economies (O'Leary and O'Leary, 1976). The working hypothesis of researchers especially in the use of social reinforcers - that teachers may be attending to children's behavior inappropriately - may openly attack the teacher's sense of competency and it places the responsibility for change in the pupils solely upon the teachers. As Tharp and Wetzel (1969) have noted in their discussion of resistance, those who are the focus of any change may be likely to resist, especially if help is sought to change someone else. This may explain the fact that Martin, Meyers, and Hyman (1977) note that many attempts to apply behavior modification in schools have not been as successful as the research literature would lead one to expect.

Another limitation on the effectiveness of social reinforcers seems to be lack of generalization beyond the specific situation. Another drawback may be the fact that the question, how much praise or attention is needed to produce a significant behavioral change, has not been evaluated directly in a way which one could compare across studies. It does seem that more frequent attention which is more consistently applied leads to more success (O'Leary and O'Leary, 1976). If we are to judge by the behavioral outcome while the contingencies are in effect, social reinforcers such as attention and praise, may be effective means of classroom discipline. However, the addition of a reward program, either with or without intervening tokens, is generally considered more powerful than social consequences alone (Kazdin, 1978; McLaughlin, 1975; O'Leary and O'Leary, 1976).

Tangible rewards: The use of token economies in the schools has been quite widely reviewed and commented upon (e.g., Altman and Linton, 1971; Kazdin and Bootzin, 1972; McLaughlin, 1975; O'Leary and Drabman, 1971; O'Leary and O'Leary, 1976). In their 1971 review O'Leary and O'Leary cited numerous studies that showed the effectiveness of token programs in reducting disruptive classroom behavior and increasing study behavior. The other early reviews of studies seem to concur, and also agree with the conclusion of Kazdin and Bootzin (1972) that the programs are successful in the short run, while the program is operating. O'Leary and O'Leary (1976) note several variables which were found to influence the effectiveness of token programs. These include: (1) the concurrent use of social reinforcement; (2) teacher training and co-operation; (3) the number of disruptive children and the severity of their behavior problem; (4) the existence of outside support for disruptive behavior (e.g., by peers); and (5) the degree of involvement of parents.

A major difficulty with the effectiveness of early studies of token economies in school and operant procedures in general has been that they focused mainly on disruptive behaviors with the assumption that changes in deportment would lead to change in academic behavior. In answer to the findings that this is not the case (Kazdin, 1978; O'Leary and O'Leary, 1976), many recent programs have focused on a wide range of academic behaviors (e.g., reading, writing, arithmetic, assignment completion and others). Kazdin (1978) notes that often not only did academic behavior improve when specifically reinforced, it also leads to better classroom conduct. Other reservations upon the effectiveness of token procedures in the classroom which have been noted include the fact that there are individual differences in responsiveness to token reinforcers; and the fact that such procedures require additional personnel and increased cost (McLaughlin, 1975); although, there are some reports of more inexpensive programs which rely on already available reinforcers such as school privileges, and available personnel (e.g., Barber and Kagey, 1977; McLaughlin and Malaby, 1977). Despite the fact that McLaughlin (1975) cites several cases in which reward procedures were partial failures he noted that each published token economy program showed some improvement in behavior from the baseline position.

Most operant procedures require extensive time and effort by the teacher. The use of class contingencies, by taking advantage of the class as a peer group, may be more economical in using teacher time and may be more palatable for some teachers. The studies range from showing the effectiveness of class sharing rewards contingent on one child's behavior; through the effectiveness of consequences awarded the whole class on the basis of the cumulative consideration of each individual's good behavior, and finally techniques in which rewards are given the group contingent upon group conduct. The effectiveness of the second technique is often demonstrated by the "Good Behavior Game" which is mainly effective with disruptive behavior rather than academic behavior. Group contingencies for group behaviors have mainly been effective with variables such as classroom noise level. The studies reviewed by O'Leary and O'Leary (1976), which compared the effectiveness of some group contingencies with individual contingencies all showed either no difference or slightly more favorable outcome with group consequences. However, they note the need to determine the specific mechanisms which account for the effectiveness of group rewards.

Another recent trend is the use of contingency contracts. O'Leary and O'Leary (1976) suggest that these procedures differ from other reward techniques mainly in that they use a written statement agreed upon by the teacher and the pupil. The "contract" specifies the consequences, both positive and negative, for given behaviors (Homme, in press). However, O'Leary and O'Leary (1976) note that in reality, the contract often is not written and is not mutually agreed upon. Further, research is lacking which would differentiate the effectiveness of such an approach from that of other reward procedures. Even so, the effectiveness of this approach seems to warrant further study not only because of the positive results with delinquents cited by O'Leary and O'Leary (1976) but also because it lends itself more easily to self control procedures than other reward techniques (Homme, in press).

Self control, or self management is the last of the more recent reinforcement approaches which will be considered. O'Leary and O'Leary (1976) have divided the aspects of self-management into (1) self-determination of goals and standards; (2) self-recording; (3) self-evaluation and

(4) self-reinforcement. O'Leary and O'Leary (1976) suggest that some aspects of self-management may not be feasible with children either because schools may not be willing to grant sufficient freedom, (for example, self-determination of goals), or because there may be difficulties with cheating (for example, in self-recording). However, despite the as yet unclear evidence on effectiveness, Kazdin (1978) notes preliminary results which suggest that self-administration of consequences may be a viable alternative approach. It seems to be an approach which is most agreeable to educators because of the potential for effectiveness beyond narrow teacher monitored situations and specifically defined behavior. It is hoped that further research will be conducted in this area.

Punishment. To this point, the effectiveness of various forms of positive reinforcement and ignoring or non-reinforcement have been considered. At the opposite end of the continuum is punishment, or aversive consequences designed to reduce the likelihood of a response (O'Leary and O'Leary, 1972). There are very few articles on the use of punishment in the classroom (O'Leary and O'Leary, 1976; Jones and Miller, 1974). O'Leary and O'Leary attribute this to a negative bias of researchers toward punishment as well as problems in gaining acceptance of such work by school personnel and the public. Yet, they note the likelihood that punishment is used by teachers and may even be abused in the absence of research on the appropriate use of aversive consequences. Some forms of mild punishment which have been used effectively together with tokens or rewards are response cost which involves loss of points or fines, time out from reinforcement, or social isolation, and non-public reprimands. Of all these procedures, the effectiveness of time out is most problematic. It requires that the environment from which the student is removed is indeed reinforcing; that there is full social isolation; that the teacher be able to physically remove the child to an isolation area; and finally that the length of time in isolation and frequency of its use be carefully monitored since overuse may lead to diminishing if not negative effectiveness (Kushner, 1978). To some extent the caution against overuse applies to the other punishment procedures as well (Jones and Miller, 1974). In addition to the above problems, time-out is the only form of punishment used in the schools and systematically researched by behavior modifiers which has been addressed by the courts which in cases involving adults have ruled against the use of seclusion (Kaxdin, 1978). While this does not seem to be a problem likely at a time when non-scientific procedures such as paddling are legal in schools, public objections may make this a most difficult measure to use however effective it may be.

Modeling: While some research has shown changes in untreated children when contingencies are applied to others, and laboratory research has demonstrated the effectiveness of modeling in producing aggressive behavior in nursery children, O'Leary and O'Leary (1976) note that there was no intervention research on the effects of modeling in the elementary school classroom, which they could find.

Training teachers: While peer and self monitored behavior modification programs are at times effective, most bebavior modification in the classroom continues to be conducted by teachers. Considerable research has been conducted on techniques of teaching behavior modification to teachers. Many of these parallel the use of behavior modification principles with children in the classroom. Typically straightforward didactic techniques are the first introduction to behavior modification, and many manuals have been written at all reading levels (Adrasik and

Murphey, 1977). Those who have reviewed the literature conclude that the manuals are ineffective (Kazdin, 1978; Loeber and Weisman, 1975; O'Leary and O'Leary, 1976). Likewise, feedback at the end of the day is ineffective (Saudargas, 1972). However, self-recording of videotapes and more frequent feedback seem to be effective. Both praise and modeling have also been used effectively in training behavior modification techniques. O'Leary and O'Leary (1976) conclude that praise and frequent feedback are the most effective and viable means of training. However, they note that the small numbers of teachers studied in the research on training and the lack of "resistant" teachers involved, limit their conclusion. Further, what data there are on maintaining teacher's contingent reinforcement of students after training suggests that teachers may return to former techniqes in the absence of support (Kazdin, 1978; Loebler and Weisman, 1975).

Limits on the effectiveness of behavior modification as an effective means of school discipline.

A major limit on the effectiveness of behavior modification according to researchers is the lack of evidence for generalization beyond the use of behavioral techniques. In fact, procedures to enhance generalization and maintenance of appropriate behavior are not generally included in intervention programs (Keely, Shemberg and Carbonell, 1976; O'Leary and O'Leary, 1976). Despite this, there seems to be some evidence that by planning the environment and implementing techniques such as increasing the use of naturally occuring reinforcers, increasing delay between response and reinforcer and even fading reinforcers, generalization can be produced. Self-control procedures and feedback also seem to hold promise as effective means of maintaining desirable behavior (Kazdin, 1978; O'Leary and O'Leary, 1976).

Further limits upon judging the effectiveness of behavioral programs involve methodological issues, related to observer reliabilities, and experimental designs (O'Leary and O'Leary, 1976). Despite such unanswered questions, there is little doubt that behavior modification techniques are potentially effective. Altman and Linton (1971) concluded in their review that the ultimate test of the efficacy of behavior modification in the schools depended upon the degree to which it would be understood and used. At the third Annual Conference on Behavior Analysis in Education, Becker noted that in order to have an impact on education, behavior modifiers needed three things: (1) a favorable press; (2) research on effectiveness; and (3) a foothold in training teachers (Becker, 1972).

While the methods of behavior modification may be understood by those in education, and the methods may even be used, there still seems to be an element of resistance among teachers which cannot be dismissed lightly. As Thompson (1975) notes, many intelligent people "shudder at the thought of an effective Mahciavellian behavioral science, devoid of humanistic values" (p. 445). Thompson attributes this to the failure of behaviorists to communicate their humanistic values. Yet, for those involved in education, such values are obviously of major importance.

There are three interrelated issues which arise in considering behavior modification in the schools from a humanistic viewpoint. The first concerns the limits of considering all motivation as extrinsic, operantly controlled by reinforcers. When teachers raise objections to the power of reinforcement, the solutions offered by traditional behavior modification researchers as well as some of those in the field involve finding more palatable terms which circumvent the objections, (McLaughlin, 1975) or use of logical arguments to convince the reluctant teachers that rewards should be used (O'Leary, 1977; O'Leary, Ponlos and Devine, 1972). Few seem to express the sentiments of Zimmerman and Zimmerman et. al., (1971) when they say that it is "strategically unsound to push for the application of given pet recipes. This tactic often leads to the alienation of teachers who find the use of given procedures to be in comflict with their own values" (p. 31). Zimmerman and Zimmerman et. al. (1971) emphasize the process aspects of behavior modification by espousing "objective behavior measurement" both before and after applying whatever technique the teacher wished while monitoring results and receiving feedback. While they claim that this has been effective in teaching behavior modification, this is not so important as the fact that they pointed out the need for humility among behavior modifiers. The increasing change-over from use of tangible rewards to more natural reinforcers which is noted by O'Leary and O'Leary (1976) may be in part an answer to educators' objections to over-use of extrinsic rewards.

But as MacMillan and Forness (1970) note there are also important developmental reasons for not considering rewards as the only motivator. These include such things as the inherent reward value of exploratory behavior and curiosity or stimulus seeking behavior which are important for cognitive development. Thompson (1975) also warns against the pitfall of oversimplification. This seems especially true for the teacher in dealing with the complexities of a developing child.

Not only must teachers be aware that there are multiple factors effecting a child's behavior, they must also take into account the child's individual needs in determining educational goals. MacMillan and Forness

(1970) suggest that this question must be answered by the teacher, for behavior modification does not have answers. Lacking any developmental framework, teachers may be arbitrary in choosing to teach children behaviors which suit their own personal convenience rather than the child's needs. While the concern expressed by Winett and Winkler (1972) over the suitability of the good behavior goals in behavior modification programs in the classroom has been refuted (O'Leary, 1972); many programs still alter behaviors not clearly relevant (Kazdin, 1978). Not only that, but they may rely upon undesirable attitudes. Thus Kazdin (1978) cites one study in which leaving school early was used as a positive consequence noting that this accepts the fact that school is aversive rather than trying to change the valence attached to school. The fact that behavior modifiers such as Thompson (1975) and Kazdin (1978) address this issue is encouraging.

The third limitation which MacMillan and Forness (1970) note is that there is indeed the potential for misuse of behavioral control techniques, in light of evidence that teachers may be overly concerned with maintaining power over their pupils. It is in this light that the behavior modifiers must be more vocal about their humanism and concern for self-determination and human growth, especially when training teachers.

REFERENCES

Altman, K.I. and T.E. Linton, Operant conditioning in the classroom setting: A review of the research, Journal of Educational Research, 1971, 64 (6), 277-285.

Andrasik, Frank and W. D. Murphy, Assessing the readability of thirty-nine behavior modification training manuals and primers, Journal of Applied Behavior Analysis, 1977, 10, 341-344.

Barber, Robert M. and J. R. Kagey, Modification of school attendance for an elementary population, Journal of Applied Behavior Analysis, 1977, 10, 41-48.

Becker, W. C., Behavior Analysis and Education in 1972, in George Semb et. at. (Eds.), Behavior Analysis and Education 1972, University of Kansas, Department of Human Development, 1971.

Drabman, R. S., G. J. Jarvier and J. A. Archbold, The use and misuse of extinction in classroom behavioral programs, Psychology in the Schools, 1976, 13, 470-475.

Homme, Lloyd, How to use Contingency Contracting in the Classroom, (in press).

Jones, F. H. and W. H. Miller, The effective use of negative attention for reducing group disruption in special elementary school classrooms, Psychological Record, 1974, 24, 435-448.

Kazdin, A. E., Characteristics and trends in applied behavior analysis, Journal of Applied Behavior Analysis, 1975, 8, 332.

Kazdin, A. E., The application of operant techniques in treatment, rehabilitation and education in Solomon L. Garfield and A. D. Bergin (Eds.), Handbook of Psychotherapy and Behavior Change, New York: Wiley and Sons, 1978.

Kazdin, A. E. and Bootzin, E. R., The token economy: An evaluative review, Journal of Applied Behavior Analysis, 1972, 5, 343-372.

Keely, S. M., K. M. Shemberg, and J. Carbonell, Operant clinical intervention: Behavior management or beyond? Where are the data? Behavior Therapy, 1976, 7, 292-305.

Kushner, G. J., Time-out for behavior problems in the classroom, Paper presented at the annual meeting of the National Association of School Psychologists, N.Y., March, 1978.

Loeber, R. and R. G. Weisman, Contingencies of therapist and trainer performance: A review, Psychology Bulletin, 1975, 82, 660-668.

MacMillan, D. L. and S. R. Forness, Behavior modification: Limits and liabilities, *Exceptional Child*, 1970, *37*, 291-297.

McLaughlin, T. F., The applicability of token reinforcement systems in public school systems, *Psychology in the Schools*, 1975, *12*, 84-89.

Meyers, J., R. Martin and I. Hyman, (Eds.), *School Consultation*, Springfield, Illinois: Charles C. Thomas, 1977.

O'Leary, K. D., Establishing token programs in schools: Issues and problems, in Meyers, J., R. Martin and I. Hyman, (Eds.), School Consultation, Springfield, Illinois: Charles C. Thomas, 1977.

O'Leary, K. D., Behavior modification in the classroom: A rejoinder to Winett and Winkler, *Journal of Applied Behavior Analysis*, 1972, *5* 505-511.

O'Leary, K. D., and R. Drabman, Token reinforcement programs in the classroom: A review, *Psychological Bulletin*, 1971, *6*, 379-398.

O'Leary, K. D. and S. G. O'Leary, Classroom management: The successful use of behavior modification, N.Y.: Pergamon Press, 1972.

O'Leary, K. D. and S. G. O'Leary, Behavior modification in the school in Leitenberg, H. (ed.), *Handbook of Behavior Modification and Behavior Therapy*, Englewood Clifts, N.J.: Prentice Hall, 1976.

O'Leary, K. D., R.W. Poulos, and V. T. Devine, Tangible reinforcers: Bonuses or bribes. *Journal of Counseling and Clinical Psychology*, 1972, *38*, 1-8.

Saudargas, R. A., Setting criterion rates of teacher praise: The effects of videotape feedback in a behavior analysis of a follow-through classroom, in Semb, G. et al. (Eds.), *Behavior Analysis and Education*, University of Kansas, Department of Human Development, 1972.

Tharp, R. G. and Wetzel, R. J., *Behavior Modification in the Natural Environment*, N.Y.: Academic Press, 1969.

Thompson, T., Humanism and applied behaviorism, in Thompson, T. and W. S. Dockens (Eds.), *Applications of Behavior Modification*, N.Y.: Academic Press, 1975.

Winett, R. A. and R. C. Winkler, Current behavior modification in the classroom: Be still, be quiet, be docile, *Journal of Applied Behavior Analysis*, 1972, 5, 499-504.

Zimmerman, J. and E. Zimmerman with S. L. Rider, A. F. Smith and R. Dinn, Doing your own thing with precision: The essence of behavior management in the classroom, *Educational Technology*, April, 1971, 26-32.

BEHAVIOR MODIFICATION - BIBLIOGRAPHY

Abidin, R. R., What's wrong with behavior modification, Journal of School Psychology, 9:1, 1971, 38-42.

Ayllon, T., et. al., The teacher's primer of behavior modification techniques: research and development report, Vol. VI, No. 2, Atlantic Public Schools, U.S. Office of Education, July 1972. (ERIC - ED 073096)

Barclay, J. R., Montromery, R., Barclay, L. K., Effectiveness of teacher training in social learning and behavior modification techniques, *Measurement and Evaluation in Guidance*, 4:2, July, 1971, 78-89.

Behavior Modification for Teacher, College of Education, Maryland University, College Park, November 1972. (ERIC - ED 073373)

Brown, D. M., Teacher training in the use of operant principles to reinforce assertive behavior in elementary school children, *Dissertation Abstracts International*, Doctorate awarded 1976, 4975-A.

Chandler, T. A., Dinero, T. E., Self-monitoring as a function of task and locus of control in fifth graders, Paper presented at the AERA annual convention in New York, April 7, 1977.

Edgar, E. B., Teacher behavior changes as a function of training in operant principles and techniques, *Dissertation Abstracts International*, Doctorate awarded 1972, 1561-A.

Golladay, W., Maintaining student behavior by increasing and maintaining teacher contingent reinforcement rate, *Dissertation Abstracts International*, Doctorate awarded 1973, 3380-A-3381-A.

Greenberg, J. S., Behavior modification and values clarification and their research implications, *The Journal of School Health*, 45:2, February, 1975, 91-95.

Halfacre, J., Welch, F., Teacher consultation: An operant approach, 494-497.

Hall, R. V., Training teachers in classroom use of contingency management, *Educational Technology*, April, 1971, 33-38.

Hummel, J. H., Deitz, S. M., Sundrup, D., Wagner, M., Silavent, L., Misbehavior in the classroom: a comparison of two reinforcement-based behavior-reducing procedures (DRO and DRL), paper presented at the meeting of the American Educational Research Association, New York, April, 1977.

Kidder, S. J., Gutherie, J. T., The training effects of a behavior modification game. Johns Hopkins University, Baltimore Center for the Study of Social Organization of Schools, U.S. Office of Education, October, 1971. (ERIC ED 057 613)

Kleinbord, K. N., Teaching social reinforcement classroom management skills to elementary school student teachers: a selected programmed textbook approach, *Dissertation Abstracts International*, Doctorate awarded 1972, 2714-A2715-A.

Littky, D., Bosley, L., A contingency program in urban school classrooms, paper presented at the Eastern Psychological Association Convention, April, 1970. (ERIC ED 041 966)

McKenzie, T. L., Development and evaluation of a model behaviorally based teacher training center for physical educators, *Dissertation Abstracts International*, Doctorate awarded 1976, 4959-A.

O'Keefe, K. J., A study of the effects of an operant in-service training program on behavioral learning principles and classroom management procedures, *Dissertation Abstracts International*, Doctorate awarded 1973, 3151-A3152-A.

Raferty, J. P., A study of the effectiveness of training classroom teachers in the principles of operant conditioning and in the application of positive reinforcers in order to modify the deviant classroom behavior of second grade children, *Dissertation Abstracts International*, Doctorate awarded 1973, 1709-A.

Reese, S. C., Flipczak, J., Bass, G., Fennell, S., Behavioral effects within and between individual and group reinforcement procedures, Paper presented at the meeting of the American Educational Research Association, New York, April, 1977.

Rife, F. N., Modification of student-teacher behavior and its effects upon pupil behavior, Dissertation Abstracts International, Doctorate awarded 1973. 4844-A4845-A.

Ringer, V. M. J., The use of a "token helper" in the management of classroom behavior problems and in teacher training, *Journal of Applied Behavior Analysis*, 1973, 671-679.

Rollins, H. et. al., Project success environment: a practical program for implementary behavior modification in urban elementary schools, an experimental session delivered at the National Convention of the American Educational Research Association, Chicago, February, 1974. (ERIC ED 092 554)

Rollins, H. A., McCandless, B. R., Thompson, M. Brassell, W., Project success environment: an extended application of contingency management in inner city schools, *Journal of Educational Psychology*, 66:2, 1974, 167-178.

Sachs, A. S., Introducing teacher-trainees to behavior modification techniques and their application of those techniques in increasing social and academic behaviors of preschool children, *Dissertation Abstracts International*, Doctorate awarded 1974, 6562-A.

Snow, D. L., Brooks, R. B., A school consultation program in behavior modification, *The Journal of School Health*, 44:3, March, 1974, 130-135.

HUMAN RELATIONS TRAINING - A HUMAN POTENTIAL MODEL

A review of the literature on human relations training reveals that this approach to improving discipline and reducing alienation cannot be clearly defined in terms of a specific philosophy or set of techniques. Rather, it is a movement which can best be defined in general terms as humanistic and therefore falls within the Humanistic-Alternative model of the conceptualized framework used for this study.

Human Relations Training has developed as a pragmatic approach to solving problems rather than through any systematic theory of group processes (Shaffer and Galinsky, 1974). Since its inception during the mid-1940's in Connecticut and Bethel, Maine the T Group or laboratory training in human relations has become quite popular (Lippitt, 1974). The basic process, with minor variations, is known by several different names such as sensitivity training, T-groups, laboratory training, personal growth, etc. Such training has also been implemented for widely varying purposes. In spite of this diversity, there is basic agreement regarding the goals and values of human relations training. The major goals of such training can be generally stated as follows: 1) increased self-knowledge or self-awareness; 2) greater interpersonal skills; 3) understanding of the group process and function; and 4) learning group leadership techniques (Bennis, 1962; Shaffer and Galinsky, 1974). Kraft and Howe (1971, p. 179) offer a similar explanation of sensitivity training which they claim should: 1) reduce personal alienation; 2) relieve interpersonal and intergroup tension; 3) help members learn interpersonal process, diagnostic and facilitation skills; 4) personalize learning; 5) develop individual and group problem-solving skills; and 6) provide the base of decision making, leadership training, conflict management, community involvement and various types of organizational development objectives. Due to the educational orientation of many of the advocates and practitioners of human relations training, this type of training has frequently been seen as potentially beneficial to teachers. Langton (1971) has outlined several reasons for this. Teachers are in a continuous state of interpersonal interaction with their students, and the quality and effectiveness of their interaction and communication can substantially impact upon learning processes. Teachers must also understand and perform effectively within a group structure, and need to deal with issues related to authority, anger, hostility, discipline, and conflict. In addition, teachers require group leadership skills, collaboration skills for curriculum planning, and skills for dealing with community and parents groups.

Proponents of human relations training see it as a major method for humanizing teachers and helping them to empathize with students. An important result would be the reduction of alienation among students. Of many of the approaches reviewed, this one has probably generated the most literature in the widest application. Therefore, the review of research had to be selective.

RESEARCH

Of the published studies which have been conducted, the majority have concluded, not surprisingly, that human relations training is beneficial to teachers at all grade levels. One of the more comprehensive studies reviewed dealt with the design and evaluation of a human relations training program developed in response to Minnesota teacher recertification requirements (Shaffer, Hummel and Rhetts, 1974). The training program had four goals for teacher:

1. To understand the contributions and life styles of the various racial, cultural and economic groups in our society.
2. To recognize and deal with dehumanizing bias, discrimination, and prejudice.
3. To create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations.
4. To respect human diversity and personal rights.

For 107 program participants, the initial levels of skill, knowledge, and attitudes with respect to the program were measured via twelve scales containing 146 items. Levels to be achieved through the program were also defined. In addition, the "learning environment" specified by the state requirements was defined, for training purposes, as the communications environment in the school. The communications environment is created through the style of communications and the resulting affective climate.

The training program consisted of large and small group sessions which included communications exercises, presentations by various minority groups, group process and role playing activities, and a modified version of the Carkhuff training program. Carkhuff training is similar to other forms of group training, except that group interaction is channeled into one or more specific directions (Miller, 1973). These directions are empathetic understanding, respect, genuineness, specificity of expression, self-disclosure, confrontation and immediacy. Carkhuff training sessions generally involve one group member acting as helpee, with another acting as helper. The helpee will state a real or role played concern, and the helper will respond according to one of the dimensions listed above. The group will then rate the helper's response (Miller, 1973).

The Minnesota training program was also designed so that the more structured elements were presented early in the program, and activities requiring greater individual participation and interaction came later. In addition, all participants were continuously informed as to the purpose and content of each phase of the program.

At the end of the training program, levels of skill, knowledge and attitudes were measured again. It was concluded that the group had changed, with both increased skills and more positive attitudes. Significant changes were reported in the areas of acceptance of differences in life style; racial cultural, socio-economic and religious background; and a variety of roles for women. Skills and knowledge were increased in the areas of group processes and communication. The positive results of this study are further substantiated by similar results from a second implementation of the same program and measurement instruments with another group. A problem with this and many other studies in this area is that the actual student or teacher behavior was not assessed. As part of their report the authors summarized a number of similar studies and this is presented at Table 2 presented at the end of this review.

A major study of the effectiveness of Human Relations training was conducted by Bowers and Soar (1960). This is one of the oldest studies reviewed but it was felt that it was relatively well designed and should have been replicated in the last eighteen years.

This entire study had its basis in several major assumptions regarding the quality of education and teacher and pupil behavior. First, it was clearly stated that a democratic, participative classroom atmosphere characterized by warmth and supportiveness is far superior to an autocratic classroom with an authoritarian teacher. Second, the authors believe that a method, namely laboratory training in human relations, exists which will aid teachers to achieve the behavior patterns which characterize the ideal classroom. Third, evidence was cited which showed that the contemporary classroom was predominated by teachers who exhibited authoritarian, dominant, or controlling behavior far more often than integrative supportive behavior.

The basic study design involved testing the null hypothesis that there would be no changes in teacher or pupil classroom behavior resulting from intensive laboratory training of the teachers in human relations. Several other specific hypotheses were tested; these were related to attitudes toward teaching, educational leadership, personality characteristics, verbal emphasis by teachers, classroom social structure, emotional climate of the classroom and group problem skills demonstrated by pupils. All specific hypothesis were tested with respect to changes reflected by the experimental group when considered alone and with respect to changes demonstrated by the experimental group when compared to a control group.

For two groups of teachers recruited on a volunteer basis data were collected for measures of personality and attitudes, personal history, classroom observations of teacher and pupil behavior, and pupil performances on a standardized test of social relations. The specific attitude measures used were as follows: the Bowers Teacher Opinion Inventory, which measures satisfaction with teaching; the Minnesota Teacher Attitude Inventory, which measures teachers' attitudes toward children and teaching, and the Survey of Educational Leadership Practices, which measures nineteen aspects of personality. Classroom behavior data were obtained through the Observational Scale and Record (OSCAR), which measures emotional climate; verbal emphasis, or the relative importance of written and verbal activities; social structure, or the amount of small group activity in the classroom; and the Russell Sage Social Relations Test, which is a test of pupil skill in cooperative work. The OSCAR and RSSR were administered in nonparticipating schools; repeated field staff consultations during this period led to a high level of agreement as to measurement techniques. A regular program of checking observer and administrator reliability was instituted in participating schools, and rotating pairs of observers administered the OSCAR. In addition, all teachers completed questionnaires regarding the number and type of group activities in the classroom. From these reports, a measure called Staff Rated Group Activities, which used more stringent criteria, was derived.

All data were collected in the spring semester before the experimental group participated in laboratory training in human relations. During the summer of 1959, the experimental group of teachers attended a three week training session modeled after those of the National Training Laboratory in Group Development in Bethel, Maine. The principle difference was that the participants lived at home during the training sessions, and thus did not have the "cultural island" effect of live-in training.

During the spring semester of the following year, all tests were repeated for both the experimental and control groups. Pre- and Post-training data were then analyzed, using the Johnson-Neyman Technique, which is a method for determining the significance of differences in group performance.

The documented results of the study are comprehensive and complex, with many findings relating to subgroups exhibiting specific combinations of attitude, personality, and behavior characteristics. With respect to attitude and personality measures, when teachers participating in training were considered independently, their attitudes towards pupils and ideal educational leadership changed significantly and favorably. When compared to the control group, only attitudes towards pupils exhibited a statistically significant change. Personality measures and attitudes toward teaching did not change in any case. Changes in three areas of classroom behavior as measured by the OSCAR were highly dependent on the personality traits of individual teachers. In general, "good" teachers tended to become "better." Positive changes in RSSR scores were found for pupils of teachers who were able to express negative feelings and who had remained in the teaching profession despite dissatisfaction. This group can develop better skills for teaching social relations as a result of training. Results from the Teacher Reported Group Activities measure were conflicting and inconclusive, while no significant changes were found in Staff Rated Group Activities.

The major implications of this study lie in the area of prescreening teachers on the basis of personality and attitude factors. While training tended to result in various significant changes, many of them were dependent on the teachers' individual personality characteristics. A general conclusion is that "good" teachers become "better" through human relations training, while teachers who show initial tendencies toward maladjustment may experience a decrease in skills as a result of the training. Given the assumption of the investigators that the ideal classroom is democratic, participative, and characterized by warmth and understanding, and that human relations training will tend to enhance these characteristics for teachers exhibiting the "right" combinations of personality and attitude traits, the findings of this study are much more important in terms of future teacher selection, rather than improving the skills of existing teachers.

A study conducted by Long, Paradise and Coleman (1973) suggested positive results from human relations training. The study was designed to measure the effects of communications training on the quality of teacher responses to student emotions. The study participants were senior undergraduate education majors who received training in facilitative communication and the Carkhuff empathetic understanding scale. The subjects practiced responding to written student statements expressing various emotions. At the end of the training the experimental and control group responded to fifteen taped vignettes of student situations which were related to teacher behavior, student peer group relations, the school administration, the student's home life or a global expression of emotion. The student emotions presented were anger, depression or joy.

The study found that teachers were significantly more empathetic toward expressions of joy than toward anger or depression. However, ratings for the trained teachers were substantially higher for empathy of response quality in all areas. Even the trained teachers, though, were only minimally facilitative in situations involving depression or anger. These results may be due to defensive reactions by the teachers. The researchers indicated that a longer period of training could have produced more positive results.

A study conducted by Tyrone Carter (1974) was undertaken to determine whether human relations training which emphasized positive classroom management techniques could help to develop more positive teacher-student relationships. The training consisted of six two-hour sessions in which the experimental groups participated in communications excercises and presentations of classroom problems. The classroom problem areas included rebellious students, students with asocial values, students who are verbally abusive, students who are physically abusive and students who generally act out or misbehave in class. The purpose of the training was for the participants to develop better techniques for dealing with such problems. Experimental measure included the Minnesota Teacher Attitude Inventory, collection of data on discipline records, and psychological and counseling referrals.

The subjects of Carter's study were experienced teachers from all grade levels in Milwaukee's public school system. The schools selected had high concentrations of children from low income families. It was expected that through the group process, the teachers would develop more positive techniques for coping with classroom problems, and that they would communicate these techniques to their colleagues.

The results of this study are somewhat inconclusive. While the experimental group had consistently higher scores on the Minnesota Teacher Attitude Inventory than the control group, the differences were not statistically significant. The experimental group submitted significantly fewer discipline cards at the elementary level, but there was no significant difference at the junior or senior high school level. Significantly fewer psychological and counseling referrals were made at the elementary and junior high levels following the teacher training; however, there was no difference for high school teachers. These findings suggest that such a training program is most effective at the elementary level and only somewhat effective at junior high level. However, effectiveness at higher grade levels might increase in the future as the students of trained teachers progress to higher grades.

In direct contrast to the previously cited studies, an experimental study conducted by Miller (1973) found that mean ratings on four of the

Carkhuff training dimensions were actually lower after human relations training. In this study, an experimental group of eight elementary school teachers received training in four of Carkhuff's dimensions. These were empathy, respect, genuineness and specificity of expression.

Three measurement instruments were used, two of which dealt with the effects of training in a one-to-one counseling relationship. The third instrument was the Carkhuff rating scales used to rate teachers in the classroom on the four dimensions for which they had been trained. It was found that the training succeeded in improving communication skills in a one-to-one setting; however, the results for classroom ratings were negative. Ratings on all four scales for both the experimental and control groups were lower than they had been prior to training, and the drop in mean empathy scores was significant.

Miller suggests several possible reasons for the negative result. An impersonal classroom atmosphere, emphasis on classroom control, a non-supportive institutional climate and hierarchial, authoritarian administrative structures often work against teacher expressions of empathy. Miller also suggests that the fact that the study was conducted near the end of the school year may have contributed to the lower empathy ratings. Furthermore, the training, which was short in duration and characterized by adults playing the roles of students, may have been deficient.

Boller and Boller (1973) investigated the effect of T groups on changing attitudes and feelings of teachers. They assumed that Carl Roger's dimensions of interpersonal relationship were associated with a classroom atmosphere conducive to learning. Using the Barrett-Lennard Relationship Inventory, they used a pre and post test design with no comparison or control group. They found significant differences in terms of the following scores: 1) level of regard; 2) empathetic understanding; 3) unconditionality of regard; 4) congruence; and 5) the total relationship score. There was no attempt to observe the actual effect on the teacher's classroom behavior.

Aspy (1969) found that teachers trained in understanding, warmth and genuineness in third grade learning situations apparently had some effect on students' gains on five of six achievement tests. The correlational nature of this study prevented making causal statements about the results. The results of another study by Aspy and Hadlock (1976) designed to assess the cumulative effects of the levels of these conditions, indicated the same positive relationship between facilitative conditions and grammar school students' performance on a variety of achievement tasks. In addition, there was a reported inverse relationship between the level of teacher-offered conditions and student truancy. It was also found that the students of the lowest functioning teachers on a Carkhuff designed scale, on the average, gained less than a year's achievement growth over the school year, while the students of the highest functioning teachers improved, on the average, two-and-one-half years in their achievement growth. It would appear that students who feel understanding and respect from their teachers will attend more classes and experience greater achievement.

Another study which supports the efficacy of human relations training was conducted by Truax and Tatum (1969), who found that pre-schoolers made more positive adjustments to the pre-school experience and their peers when their teachers conveyed high levels of empathy and warmth.

Davis and Gazda (1973) offered a systematic human relations training workshop to members of the Association of Teacher Educators in order to help them become more facilitative in their communication with students and peers. The Index of Responding and Index of Perception were utilized as pre and post testing instruments. The results indicated that the workshop participants raised their Index of Responding Scores and significantly lowered their Index of Perception scores. In addition, the workshop participants responded at a significantly higher facilitative level on the post test than the control subjects. The results once again demonstrate that human relations training is a viable method of increasing the facilitative levels of communication for teachers.

Two additional studies are highly supportive of this training method. A study conducted by Hefele (1966) demonstrated a higher level of facilitative training in interpersonal functioning for participants in a twenty hour human relations training program, as well as a positive relationship between the level of teacher facilitativeness and reading achievement scores. Berenson (1971) reported data that indicate that human relations training subjects performed better than a matched control group in several highly valued teacher behaviors including 1) a greater incidence of positive reinforcing behaviors, such as praise and encouragement, 2) were less critical of their pupils, and 3) placed less emphasis on subject matter content. Berenson's (1971) study was to examine the effects of a didactic and experimental human relations training program on the classroom performance of female, elementary school student-teachers. Subjects were randomly selected and assigned to one of four treatment groups: an experimental treatment group, training control, Hawthorne Effect control, and control group proper. Each group consisted of twelve participants for a combined subject population of (N = 48). This is one of the best designs reviewed, not only for the human relations training, ut for all the other approaches discussed in this study of teacher training.

All subjects were given a pretest to assess pre-treatment level of interpersonal functioning using the Student Form of the Communication Index of Interpersonal Functioning. Ratings of overall functioning were a composite assessment of the dimension of accurate empathy, positive regard, concreteness, genuineness, immediacy and confrontation. No significant differences existed within the treatment groups on the pretest measures. Three weeks prior to the beginning of student teaching, the subjects in the experimental group received twenty-five hours of training in the discrimination and communication of six interpersonal dimensions listed above. The training control group received twenty-five hours of didactic training in human relations but this training did not utilize the use of the Scales of Assessment of Interpersonal Functioning. The Hawthorne Effect control group subjects were informed that they were participating in a study concerning the effects of a pre-student teaching workshop on their performance in the classroom. Subjects in the control group proper had no knowledge of their participation in the study.

The results indicate that after twenty-five hours of training, the experimental group subjects were rated significantly higher in interpersonal functioning, were rated by their classroom supervisors as more ~~competent in the classroom,~~ and scored significantly higher on a situation reaction test. When classroom behavior was recorded using the Flanders Interaction Matrix, it was demonstrated that subjects in the experimental group utilized 1) a greater incidence of positive reinforcing behaviors, such as praise and encouragement, accepting and clarifying pupils' feelings and ideas, 2) were less critical of their pupils, and 3) placed less emphasis on subject matter content. The control groups were characterized by a more direct approach; that is, they used less positive reinforcement, a greater emphasis on subject matter content, and a greater use of commands and criticism.

In conclusion, the results suggest at least one very salient implication for teacher education. A short term experimental human relations training program can increase the level of interpersonal functioning which may be highly related to several desirable outcomes of teacher training.

Hefele (1971) investigated the effects of a human relations training program for teachers in relation to student achievement. The author hypothesized that participants in such a program would experience significant gains in their ability to facilitate communication within their classes as opposed to non-participants in such a program. In turn, the quality of improved interpersonal processes occurring in the classroom would relate positively to pupil achievement. Subjects were sixteen graduate students, fifteen experienced teachers and twenty-nine students taught by them. The students were all attending a school for the deaf.

The procedure was characterized by a Process Phase involving the measurement of teacher and teacher-trainee interpersonal functioning and also involved investigation of the impact of a special interpersonal process training program on an experimental group of teacher-trainees. The training program consisted of twenty hours and prepared trainees for their practicum but did not focus on teaching the specialized skills and methods needed for teaching the deaf. The Outcome Phase involved the study of the relationships between pupil achievement criteria (i.e., pupil ratings and California Achievement Test scores in Reading, Arithmetic and Literature), and teacher interpersonal functioning predictor measures.

The results indicate a strong agreement with the principle predictions in the study and demonstrate that participants in the interpersonal training program, when compared with non-participants, communicated with their classes at a significantly higher level of facilitative interpersonal functioning. In simpler terms, such training was found to enhance the participants ability to recognize and implement aspects of effective teaching significantly better than members of the control group. In general, the results indicated that the interpersonal process training had a significant and important impact on the trainees.

Results are not supportive of the prediction that the quality of the interaction between teacher and student are positively related to the academic achievement of the students in math; however, the data support a positive relationship between teacher facilitativeness and reading achievement.

In conclusion, one must be cautious in generalizing the results obtained in this study to a larger, non-handicapped sample population.

Perhaps the most important element of a successful training program is a definite statement of the goals and objectives of the training. Lippitt (1970) emphasizes that the goals of any training will strongly impact the design of the program and the selection of appropriate participants. Krafft and Howe (1971) note that the goals of the training program must be considered in light of the entire school system; it must be kept in mind that a change in one area will produce secondary changes in other areas, i.e., if the purpose of the program is to increase student responsibility, then appropriate changes must be made in school regulations.

Another extremely important consideration in designing a human relations training program for teachers is the amount and quality of follow up and support available after completion of the training. Krafft and Howe (1971) point out that training participants must be made aware of the transition from the laboratory situation to everyday life. In addition, if the school administration expects to make changes in one part of the system, it must also make parallel changes in corresponding areas. Teachers acquiring new skills must be rewarded and supported, learning criteria must be revised, etc. (Krafft and Howe, 1971).

Financial and scheduling considerations, screening of participants, type of training orientation, training environment and setting, and adequate communication of the goals of the training program are all aspects which can affect the success or failure of a training program (Langton, 1971).

Positive communication regarding human relations training appears to be a very important factor. Krafft and Howe (1971), point out the dangers of polarization around the training issue and emphasize that one goal of any pilot training program should be productive and positive relations with those who resist the concept. Boller and Boller (1973) also stress the importance of positive communication and adequate information dissemination in overcoming resistance to human relations training. Langton (1971) and Boller and Boller (1973) recommend against required participation in any training program.

Competence of training personnel is another important issue. Lippitt (1970) recommends that training teams be made up from both inside and outside the school system, thereby providing flexibility and a commitment to follow-up support. Krafft and Howe (1971) and Langton (1971) stress important factors in the selection of a trainee or training consultant. Trainees should possess broad experience in a variety of types of training, ability to identify problems and to design appropriate training programs, and a willingness to cooperate with school personnel in implementing training and follow-up programs. Lippitt (1970) emphasizes training design, which should include conceptualization, value confrontation, sensitivity learning, skill practice, and application planning, which converts learning into concrete plans and prepares the participants for the transition back to everyday life.

In general, complete precise planning is a major factor in the success of a human relations program in an educational setting. Well thought out and cogently stated goals, selection of appropriate participants and training personnel, adequate communication to participants and support and follow-up after completion of the program are all necessary to a successful training experience.

SUMMARY

Most of the research reviewed suggested that human relations training is effective in changing attitudes as indicated by self-reporting instruments. There is little doubt, that the mystique produced by this group movement results in a halo ffect in terms of reporting. However, the potential humanizing effect of this approach should not be ignored. If in fact it improves teacher empathy and concern for students it is valuable. There is a great need for observational studies in this area. Further, one cannot ignore the findings which suggest the main effect of this approach is to make "good" teachers "better," while other teachers are resistant to change (Bowers and Soar, 1960).

Table 2 - Part A

Studies Involving Carkhuff Training or Some Form of Experimental Treatment (Deliberate Manipulation of Independent Variables)[1]

Author(s)	Trainee Group: Number & Type of Subjects	Training Variable(s): Independent Variable(s) Manipulated by Treatment	Trainee Outcome (Dependent) Variable(s)	Student or Other Additional Impact Group Outcome Variable(s)
Berenson (1971)	48 undergraduate teacher trainees, 12 in experimental group	25 hours training in empathic understanding (Carkhuff model)	Experimental Group: (1) more competent teachers (supervisor rating) (2) more capable at solving paper and pencil problems in planning, managing, and teacher-pupil relations (3) in classroom gave (Flanders interaction analysis): (a) more praise and encouragement (b) less criticism (c) less emphasis to subject-matter content	Students of experimental group in class: (1) volunteered more information (2) interacted more with peers (3) were more involved in classroom work
Carkhuff and Banks (1970)	14 white teachers 10 black parents	20 hours training on communication skills (Carkhuff model): (1) empathic understanding (2) respect (3) concreteness/specificity (4) genuineness (5) confrontation	Comparison of pre- vs post-measure showed significant increase in communication skills (1) with other adults (2) with other races (3) with other generations	

---

[1] Table from Shaffer, Hummell and Rhetts, 1974.

Cyphers (1972)	30 pre-service student teachers; 10 in Experimental Group I, 10 in Experimental Group II, and 10 in Control Group	Accurate empathy: Expt. Gp. I saw video taped examples of empathic responses and received positive verbal reinforcement Expt. Gp. II read written examples of empathic responses and programmed text feedback Control Gp - written examples of empathic responses, no feedback	(1) Trained raters judged that Expt. Gp. I gave most empathic responses in communicating with class; Expt. Gp. II next best and significantly more empathic than Control Gp. (2) Pupil and student-teaching supervisor ratings of empathy and teacher-pupil relationship equally high for I and II, both significantly higher than for control group	
Elenwski (1972)	14 white and 6 black post-masters graduate students	Racial confrontation group (author's design)	Significant positive changes pre- vs post-measures on: (1) self-assessed self-disclosure (2) self-assessed interpersonal orientation (FIRO-B) (3) attitude items re: stereotypic perceptions of both black and white racists and liberals	
Fauth (1972)	117 public school teachers 26 non-professional school personnel	Human Relations Training Lab (author's design)	(1) pre- vs post-measures showed significant positive changes in: (a) attitudes of racial prejudice (b) acceptance of self and of others (c) self-ratings of own classroom teaching as non-authoritarian and accepting student ideas (2) no change observed in actual classroom teaching behavior	

Hefele (1971)	16 graduate student teacher trainees for teaching deaf children	empathic understanding (Carkhuff model)	Experimental group receiving training on accurate empathy: (1) picked more competent teachers to apprentice themselves to (2) began actual teaching practice as more effective teachers	99 deaf students of trainees performed better on both reading and general achievement tests
Norton (1973)	elementary pre-science teacher trainees	30 hours training in empathic understanding and facilitation of communication (Carkhuff model)	pre- vs post-measures showed significant positive changes in: (1) overall skills in facilitation (2) empathic understanding (3) discrimination of facilitative vs non-facilitative communication	
Shaddock (1972)	87 secondary education student teachers; 29 in Expt Gp. I 30 in Expt Gp. II 28 no treatment control group	Overall training variable: communication skills Expt. Gp. I = Carkhuff model Expt. Gp. II= Sociodrama (Northern Systems Company) Each Expt. Gp. received 8 hours training	(1) Expt. Gp. I and II equally superior to Control Group on (a) gross rating of facilitative interpersonal functioning (b) pupil rating of teacher-pupil relationship (2) Significant positive relation between better teacher functioning and pupil rating of relationship	

Table 2 - Part B

Studies Involving No Explicit Training or Deliberate Treatment (Naturally-Occurring Differences on Independent Variable(s) and/or Correlational Approach)

Author(s)	Subject Manifesting IV Differences ("Teachers" Group)	Independent Measure of Characteristics of "Teacher" Group	Dependent Variable - Outcome Measure on Student or Other Impact Group Outcome Variables
Aspy (1969)	Public school teachers	Empathy, respect, genuineness (Carkhuff model)	Third grade students of higher scoring teachers performed better on 4 of 5 achievement tests (paragraph meaning, language, word meaning, and word study skills, but not spelling)
Aspy & Hadlock (1967)	Public school teachers	Empathy, respect, genuineness (Carkhuff model)	(1) students of low scoring teachers were more truant (2) students of high scoring teachers gained equivalent of 20-½ academic months in one school year, whereas students of low-scoring teachers gained only 6 academic months in one school year
Pierce & Schauble (1970)	12 professionally trained counselor supervisors; 15 graduate students in-training as counselors assigned to a supervisor	Supervisors rated on empathy, regard, genuineness, and concreteness (Carkhuff model)	Students supervised by higher scoring professionals manifested higher levels of interpersonal skills at end of period of supervision
Stoffer (1970)	35 female volunteer tutors	Accurate empathy and non-possessive warmth (Carkhuff model)	35 elementary school students having academic difficulty and behavior problems in school. The students having a high scoring tutor manifested larger gains in academic achievement

Table 3

Summary of Research on Human Relations Training

Name and Location	Subjects	Design and Measures	Statistics	Results
David H. Berenson West Connecticut 1971	48 female elementary student-teachers	pretest and posttest 4 groups 1. experimental (ex) 2. training control (Ct) 3. Hawthorne Effect Control (Ch) 4. Control proper (Cp) Communication Index of Interpersonal Functioning Student Teacher Competency Rating Scale Teaching Situation Reaction Test Flanders Interaction Analysis	t-test	Experimental subjects rated significantly higher in interpersonal functioning, rated b college and classroom supervisors as more competent in classroom, scored significantly higher on situation reactions test, and utili more positive reinforcing behaviors in their teaching.
Roy Bennett Stephen Rosser Lannes Hope Texas 1977	male and female secondary education majors total = 230	pre-test post-test (control group) Philosophy of Human Nature Scale (Wrightsman) Five treatment groups	single classification analysis of variance	sig.- trustworthiness vs. untrustworthiness sig.- strength of will vs. lack of will powe sig.- complexity vs. simplicity
Jon D. Boller Joyce D. Boller Minnesota 1973	24 Minnesota teachers	pre-test and post-test no control Barrett-Lennard Relationship Inventory	T test	Significant Level of Regard Significant Empathetic Understanding Significant Unconditionality of Regard Significant Congruence Significant Total Relationship

Name and Location	Subjects	Design and Measures	Statistics	Results
Tyronne Carter Milwaukee Wisconsin 1974	experienced teachers from 3 Title One Schools 1-High School 1-Jr. High 1-Elementary	post test (experimental and control group) Minnesota Teacher Attitude Inventory	not described	1. no significant scores on Minnesota Teacher Attitude Inventory 2. submitting fewer discipline cards significant-elementary school no significance-Junior School no significance-High School 3. psychological referrals (submitting fewer) sig-elem. school sig-Junior school no sig-high school 4. counseling referrals (submitting fewer) sig-elem. school sig-Junior school no sig.-High school
Thomas J. Hefele School for the deaf in Buffalo, NY Nova Scotia	16 graduate students 15 experienced teachers 99 students in classes taught by above	pretest and posttest Teacher and trainee functioning assessed in November, February, and April through ½hr. video tapes using Scale "Evaluation of Facilitative Interpersonal Functioning of Classroom Teachers of the Deaf." Student behavior analyzed by same video tapes using scale "Measurement of Pupil Involvement in Classroom Learning." Students given California Achievement Test (N=29) and all rated by Department supervisor as to how far above gra[illegible] or below grade level they fell	Multivariate Analysis of Covariance	significantly higher level of facilitative interpersonal functioning in communication of participants of interpersonal vs. non-participants and higher levels of student involvement were elicited. significant effect of teacher facilitativeness and reading achievement. not significant effect of teacher facilitativeness and math achievement.

Name and Location	Subjects	Design and Measures	Statistics	Results
Lynette Long Louis V. Paradise Susan Coleman Illinois 1978	64 volunteer senior year education majors	post test (experimental and control) Rating on Carkhuff's 5-pt. scale measuring 1. empathy 2. dependent variable (empathetic understanding)	5x3x2 Analysis of variance F-test Tukey's multiple Comparison Method	sig.-effects of training sig.-emotional state sig.-more empathic with students who express joy sig.-least empathic with students who expres anger
John P. Miller Ontario, Canada 1973	16 elementary school teachers	pre and post test, Experimental and Control group Measures 1. Communication index 2. Discrimination Index Carkhuff 3. Pre and post classroom ratings	T-test	sig.-communications Index sig.-discrimination Index no sig.-classroom ratings
Warren Shaffer Thomas Hummell John Rhetts 1974	107 teachers, counselors, and administrators	pre and post test (no control) self-designed (146 item instrument) This 146 question instrument was divided into 12 categories. 1. Attitude toward Socio-Economic Status (ASE) 2. Attitude toward Life Style (ALS) 3. Attitude toward Interpersonal Relations (AIR) 4. Attitude toward Sexism (ASX)	Cronbach Coefficient Alpha-s Hotellings T^2	1. sig-ASE 2. sig-ALS 3. sig-ASX 4. sig-ARA 5. sig-ARL 6. no sig-AIR 7. sig-ISK 8. sig-IMI 9. sig-CAR 10. sig-SEL

Name and Location	Subjects	Design and Measures	Statistics	Results
		5. Attitude toward Race (ARA) 6. Attitude toward Religion (ARL) 7. Carkhuff Scale (CAR) 8. Information about Minority Groups (IMI) 9. Information and Communication Skills (ISK) 10. The Attitude Scale (ATT) 11. The Self Scale (SEL) 12. The Total Scale (TOTAL)		

REFERENCES

Acklen, L. M., A study of the effect of human relations training on self-concepts of student teachers, research paper submitted to Association of Teacher Educators, 1975 (ERIC-ED-131070).

Amidon, E. (Ed.), Project on student teaching: The effects of teaching interaction analyses to student teachers. U.S. Department of Health, Education and Welfare project number 2873, under the provisions of the Cooperative Research Program. Philadelphia, Temple University, 1970.

Andronico, M. P., Guerney, B., The potential application of filial therapy to the school situation, Journal of School Psychology, 6, 1, 1967, 2-7.

Aspy, D. N., The effects of teacher offered conditions of empathy, congruence, and positive regard upon student achievement. Florida Journal of Educational Research, 1969, 11, 39-48.

Back, K. W., Beyond words - chapter 12. Teacher and change agents, Russell Sage Foundation, New York, pp. 175-188.

Bailey, A. E. E., The effects of systematic human relations training upon facilitative communication of prospective teachers, Dissertation Abstracts International, Doctorate awarded 1975, 5032-A.

Bennis, Warren G., Goals and Meta-Goals of Laboratory Training. NTL Human Relations Training News, 6 (3), 1-4.

Bennett, R. M., Rosser, S. R., Hope, L. H., Effects of human relations training on preservice teachers' attitudes toward human nature, Psychological Reports, 1977, 40, 1287-1290.

Berenson, D. H., The effects of systematic human relations training upon classroom performance of elementary school teachers. Journal of Research and Development in Education, 1971, 4, 70-85.

Blackburn, G. J., Human relations training and teachers' attitudes, paper presented at the Annual Meeting of the National Council for the Social Studies, Atlanta, November 19-23, 1975 (ERIC-ED-199680).

Bogacki, D. F., The effectiveness of human relations training on teacher behavior and resultant student achievement - graduate student paper.

Boler, Jon D., and Boller, Joyce D., Sensitivity training and the school teacher: An experiment in favorable publicity. The Journal of Educational Research, 1973, 7, 309-312.

Bowers, N. D., Soar, R. S., Studies of human relations in the teaching-learning process v. final report: evaluation of laboratory human relations training for classroom teachers, a project supported by the cooperative research program of U.S. Office of Education, 1960.

Carter, T., A structured human relations program for teachers, paper presented at the Annual Meeting of the National Association of School Psychologists, Las Vegas, March, 1974.

Carkhuff, R. R., The development of human resources: Education, psychology and social change. New York: Holt, Rinehart & Winston, 1971.

Childers, W. C., An evaluation of the effectiveness of a human relations model using in-class student teacher observation and interaction analysis, Dissertation Abstracts International, Doctorate awarded 1973, 4947-A.

Davis, K. L., Gazda, G. M., Results of the 1973 association of teacher education human relations training summer workshop. Education, 96:2, 184-189.

Dickerman, W. M., Simplified training for teachers in attending to appropriate behavior. Dissertation Abstracts International, 1971, 4855-B-4856-B.

Dinkmeyer, D., The "C" group: Interacting knowledge and experience to change behavior - an Adlerian approach to consultation. The Counseling Psychologist, 1971, 3, 63-72. Abstract and summarizing review included.

Dinkmeyer, D., and Muro, J., Group Counseling: Theory and Practice. Itasca, Ill.: Peacock Publishers, 1971.

Falany, F. A., The effects of systematic human relations training upon teacher trainees using three different assessment media, Dissertation Abstracts International, Doctorate awarded 1973, 5624-A-5625-A.

Gazda, G. M., Systematic human relations training in teacher preparation and inservice education, Journal of Research and Development in Education, 4, 1971, 47-57.

Guerney, B. G., Merriam, M., Toward a democratic elementary school classroom, The Elementary School Journal, April, 1972, 372-383.

Hefele, T. J., The effects of human relations training upon student achievement, Journal of Research and Development in Education, 1971, 4, (2), 52-69.

Hough, J. B., The dogmatism factor in human relations training of pre-service teachers, paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, February, 1965.

Krafft, Larry J., and Howe, Leland W., Guidelines for Sensitivity Training in your School. Phi Delta Kappan, November, 1971, 179-180.

Langton, Stuart, T-Groups for Teachers? The Massachusetts Teacher, November, 1971, 12-13, 28.

Lewin, M. M., The effects of twenty hours of systematic human relations training on the classroom behavior of experienced self-selected elementary school teachers, Dissertation Abstracts International, Doctorate awarded 1976, 7211-A.

Lindenauer, G. G., Caine, E., Human relations training in teacher education, The Journal of Emotional Education, 13:1, 1973, 27-37.

Lippitt, Ronald, Sensitivity Training: What Is It? How Can It Help Students, Teachers, Administrators? Childhood Education, March, 1970, 311-313.

Lippitt, L. L., Participant learnings resulting from a human relations training experience for teacher trainees, Dissertation Abstracts International, Doctorate awarded 1971, 1339-A-1340-A.

Long, Lejnette, Paradise, Louis V., and Coleman, Susan, The Effect of Facilitative Communication Training on Teacher Response Quality. Psychology in the Schools, 1978, 15, 95-98.

McWilliams, J. H., A comparison of the effectiveness of three approaches to preservice human relations training for teachers, Dissertation Abstracts International, Doctorate awarded 1974, 5821-A-5822-A.

Miller, John P., The Effects of Human Relations Training on Teacher Interpersonal Skills. The Alberta Journal of Educational Research, 1973, XIX, 37-47.

Norton, B. E., Effects of human relations training upon teacher trainee's level of facilitative communication, self-concept and creativity, Dissertation Abstracts International, Doctorate awarded 1972, 4094-A-4095-A.

Scamman, M. H., Dogmatism and human relation training: an experimental analysis, Dissertation Abstracts International, Doctorate awarded 1975, 204-A.

Sebring, R. H., The effects of human relations training on selected student teacher personality variables, attitudes, and behaviors, Dissertation Abstracts International, Doctorate awarded 1970, 281-A-290-A.

Shaffer, John B. P. and Galinsky, M. David, Models of Group Therapy and Sensitivity Training. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Shaffer, Warren F., Hummell, Thomas J., and Rhetts, John E., Design and Evaluation of a Human Relations Training Program. The Psycho-Educational Center, University of Minnesota, Research Memorandum Number 100, 1974.

REALITY THERAPY - AN ECLECTIC-ECOLOGICAL APPROACH

Glasser's now famous Schools Without Failure (Glasser, 1969), is based on his original conceptualization of a therapeutic strategy called Reality Therapy. A major facet of his approach is the assumption that the essential problem lies in something observable. This approach is here and now problem oriented. The goal of the therapist is to help the patient identify the problem and the "problem becomes some attribute of the person, something he has rather than he is" (Kovel, 1976, p. 199). Glasser's assumption about misbehavior or disturbed behavior is based on a moral imperative. He believes that "if a person behaves more responsibly his neurosis will go away, i.e., he should conform to the established order, be a good citizen and shape up" (Kovel, 1976, p. 199). The role of the therapist is to assume that the patient is directed towards understanding the inappropriate behavior and the consequences which ensue. The therapist, by his or her attempt to keep the patient on the task of devising appropriate "plans" to change his or her behavior does not become involved with feeling levels as much as with cognitive change. The process of normal personality development seems to be based on a combination of needs theory and modeling. Glasser asserts that all humans have a basic need to love and to be loved and to feel worthwhile (Glasser, 1965). These needs can only be fulfilled if one acts in a responsible manner which is learned by association with a responsible person who is used as a model. While the material reviewed does not appear to indicate that the needs come from an instinctive drive, it is also not clear how they are instilled in those who do not have an appropriate model. Underlying much of the basis for Glasser's work is the assumption that responsible goal directed behavior is learned or can be learned through modeling and cognitive processes.

In Glasser's Reality Therapy, the mental health professional and client work together to develop a contract in which the specific desired behavior is described and the procedures for achieving the behavior are elaborated. The goal is for the person to become personally responsible for his/her own behavior.

Corsini (1977) enumerated eight assertions of Reality Therapy. The first is that the individual must take responsibility for his own actions. The client or student must look ahead and accept the premise that he/she is in charge of his/her own life and must take the responsibility for his/her own actions.

The second assertion is that "the unsuccessful individual must be directed to feasible goals." A child who is engaging in undesirable behavior or who is failing must be aided by the teacher to develop a strategy in using small steps and goals in which success can be achieved.

The third premise is that "people with a failure orientation are lonely." Failures are perpetuating. One who is unsuccessful will avoid others, be unwilling to accept responsibility, and will have great difficulty being able to feel good about themselves or extend themselves toward others.

The fourth assertion is that "the person's most basic psychological need is social identity." A youngster should begin to develop as a unique individual with defined values, knowledge of personal worth, a feeling of security and the ability to relate to others.

Fifth in Glasser's approach is the way in which change occurs, namely, with a focus on present behavior rather than feelings. A student must develop a conceptualization of the situation and then move toward a behavior change.

The sixth assertion is that successful planning is essential to foster a success orientation. Cognitively, the student works out the small steps he/she will take to change his/her behavior.

Glasser believes that the seventh premise is a no-excuse commitment to change. When one commits oneself to change one must plunge ahead and not look back.

The final assertion is that no excuse for failing to carry forth on a commitment can be accepted. If the plan was not carried forth, the next time it will be pursued and will be successful.

As mentioned previously, Reality Therapy depends on cognitive strategies for change but also allows for feelings. The goal is to enable the client to see the course of his or her present actions and make a commitment to change. Theoretically, with its relative lack of emphasis on feelings and past history, major focus on specific behaviors, planned strategy, and small steps approach with logical sequence, Reality Therapy has a behavioral orientation without using the language usually associated with behavioral therapy. The cognitive aspects fall within an ego psychology framework. There is little emphasis on internal diagnosis. The process focus is on cognitive behavioral strategies with the individual at the core of the change procedure. However, since there seem to be multiple theoretical sources, this approach falls within the Eclectic-Ecological Model.

In developing his strategy for classroom use, Glasser has spelled out ten steps for handling problem children. The basis of these steps is to help the child focus on the problem behavior and make plans to improve. Teachers are urged to be nonpunitive, to talk rationally, and to appeal to logic. He also stresses the importance of children having a part in planning for their lives and feeling they are wanted and appreciated in school. They should feel they have a stake in their own education (Glasser, 1978).

As a proprietory program Glasser has developed an extensive course of inservice training for school staff. The program focuses on changing teachers from punitive to positive thinking, training them to hold various types of classroom meetings, and eliminating failure experiences for children. Glasser is against grading on a curve and corporal punishment. He favors in-school suspension. He does feel that some children may have to be excluded if they can't plan for better behavior.

The school needs to be a "good place" where people are courteous, where laughter is frequently heard, and where communication is practiced rather than preached. There needs to be reasonable rules which everybody agrees on because they are beneficial to the individual and the group. Administrators should actively support and participate in an approach to discipline that teaches self-responsibility.

In order to carry out Glasser's ten-step approach one needs to be personal, deal with present behavior, work with the students to formulate alternatives, and build commitment through a follow-up procedure. One should eliminate discussion of excuses, use natural consequences rather than punishment, and never give up.

Glasser's ten steps can be divided into three phases: the involvement phase includes steps 1, 2, and 3; the counseling phase includes steps 4, 5, and 6; and the time-out phase includes steps 7, 8, 9, and 10.

The ten steps are as follows:

1. A teacher focuses in on one student who presents a discipline problem and lists the things done when the child is disruptive.

2. Evaluate whether these behaviors are effective. If not, make a commitment to stop them.
3. Make a small step to help the youngster have a better day. This may be through praise, a special errand or a reward.
4. When a problem occurs, say to the student, "Please stop it."
5. If the problem continues, ask the student two questions, "What are you doing?", and "Is what you are doing against the rules?"
6. Repeat step five briefly and tell the student very firmly, "We have to work this out. We have got to come up with a plan for you to follow our rules." Set a specific time and work out a positive action plan which is short term, specific and simple.
7. If student disrupts again, the student is isolated or "timed-out." This may be in a corner of the classroom or separate classroom nearby.
8. In-school suspension. State, "Things are not working out for you here. You and I have tried hard to work out the problem, but now it's time for you to spend some time outside of the class and perhaps talk with some other people. Please report to the in-school suspension room."
9. If the student is totally disruptive and cannot be maintained on in-school suspension, the parents are notified and asked to take the child home.
10. Students unsuccessful at step nine must stay home permanently or be referred to some other community agency.

In summary, Glasser's approach is somewhat atheoretical in terms of being based on a well defined theory of personality development. He borrows from many well established schools, yet his approach is based on a pragmatic program to improve discipline. Surely, if a child feels that he or she is appreciated and has a stake in his or her school life, he or she will be less alienated from the school.

RESEARCH

While there is a great deal of staff training in Reality Therapy being conducted, and there have been assurances of many evaluations, as with other approaches, there were relatively few good studies in comparison to the number of training programs reported. Also, it was very difficult to acquire all or even part of some of the studies. However, the evidence presented suggested, as with some of the other programs, that something good was happening. What it is, and whether it is a direct result of the entire training, or parts of it is still open to question.

Following are detailed descriptions of the major research efforts identified. A table has also been constructed as with the other approaches to provide a clear picture of the present findings concerning effectiveness of the program. A major study was conducted by Masters, Laverty and Hayes (1975) in New Castle Pennsylvania Schools. This study was supported by a grant from the U.S. Office of Education. Ten of the district's eleven elementary schools were included in the study. The ten schools were paired on the basis of size, socio-economic status, and achievement test scores from the previous year. From each pair, one school was randomly assigned to the experimental treatment group and the other school to the control group. The total sample consisted of 150 teachers and approximately 3,500 pupils in grades one to six. There was random assignment of schools to treatments, all teachers in each school participating in the assigned treatment.

Although schools were randomly assigned to treatments, classroom means were used as the unit of analysis.

A pre- and post-test control group design was used in the study. For most analyses, control and experimental classes in grades one to three formed one 2 by 3 factorial design and classes in grades four to six formed a second 2 by 3 factorial.

All pupil measures were administered at the beginning of the 1972-73 school year as a pretest and at the end of the school year as a post-test. Observation data were collected three times: (1) pre-treatment observation was done in October, (2) post-treatment observation was in May, and (3) observations of classroom meetings in the experimental schools only was completed in April.

In-service training in Schools Without Failure (SWF) methods and classroom implementation of these methods during the training period was the basis of the experimental treatment. Leadership teams including the principal and staff-selected teachers from each experimental school formed a training cluster for the workshops. These workshops, conducted by an experienced associate of Dr. Glasser, were intensive two or three day training periods separated by five-week intervals.

The leadership teams conducted weekly seminars for the entire faculty in each experimental school. At these seminars the SWF concepts were presented, ideas for implementation techniques were provided and discussions of problems were encouraged.

The two important phases of SWF implemented during the first year of the program were classroom meetings and the Reality Therapy approach to solving disciplinary problems.

To measure the effects of the SWF program on pupil self-attitudes, the Pictorial Self-Concept Scale was used in grades one to three and the Piers-Harris Children's Self-Concept Scale was used in grades four to six. A thirty item School Attitude Scale was developed to measure children's attitudes toward classmates, peer rating forms were developed. Given a list of classmates, pupils were asked to rate their peers from one to five according to who usually had the best ideas.

Pupil achievement was measured by various subtests of the Stanford Achievement Test Battery.

Three scales were used to measure teacher attitudes. Lindgren and Patton's Opinionaire on Attitudes Toward Education was used as a measure of attitudes toward child-centered education, discipline, and the desirability of understanding pupils' behaviors. A slightly revised version of the Divesta and Merwin's Attitude Toward Teaching as a Career was used as a measure of satisfaction with teaching. Also, a fifteen item Philosophy of Glasser Questionnaire constructed for this project was used to measure attitudes towards Glasser's philosophy.

The Philosophy of Glasser Questionnaire was sent to all parents of children in the New Castle Public Schools to tap parent attitude.

In addition to self-report scales and paper and pencil tests, observation of actual classroom verbal interaction was used to assess pupil and teacher behavior change. The Expanded Category System and the Reciprocal Category System were used by pairs of observers in about half of the classrooms several times during the year.

An additional check on the behavior of pupils and staff was a recording of all occasions when pupils were sent to the office for disciplinary problems. Comparisons were made between the 1971-72 and 1972-73 school years, and between the two spring semesters for experimental and control schools.

The major analysis performed were both multivariate and univariate analysis of covarience. Pretest scores were used as covariates of posttest scores to correct for any initial differences between groups. Class means were used in the analysis of pupil measures, giving a total sample of 150 divided between experimental and control groups in six grades. Individual scores were used for teacher scale analysis, and parent scores were grouped according to the classroom of their children.

The results are indicated below:

1. Pupil Attitude - In the multivariate analysis for both primary grades and intermediate grades no overall significant differences were found between the SWF schools and control schools in changes in pupil attitudes. The adjusted Spring means produced in the analysis of covariance in the primary grades showed that the SWF classes were higher than the control classes at all three grade levels for all three attitude scales.

   In the primary grades positive changes in the SWF pupil attitudes were especially apparent for items dealing with attitudes toward the school principal, toward more difficult schoolwork, toward school rules, and toward being in school. In the intermediate grades, the SWF pupils were more positive than control pupils in items asking about the importance of doing their schoolwork and of learning. Thus, the SWF pupils tended to be more school and work oriented.

2. Pupil Achievement - No significant differences were noted.

3. Teacher Attitudes - The SWF training program was highly successful in imparting the SWF philosophy to teachers and in convincing them of its validity. Teachers became more child-centered, more willing to help pupils feel accepted in school, more willing to give pupils some responsibility for their own discipline and for that of their schools. In addition, teachers began to question many traditional educational practices, such as punishment, to deal with discipline problems and asking pupils to memorize facts without understanding their importance to their lives.
4. Classroom Behaviors - Significant differences toward more open-ended and nonjudgmental classroom meetings were observed in SWF classes. The number of pupil referrals for discipline were markedly reduced. Significant changes toward more pupil centered learning occurred during academic sessions.
5. Parent Attitudes - No changes were noted for primary SWF parents. In the intermediate grades, adjusted Spring means showed more support by the SWF parents, indicating that during the year SWF parents became more supportive of the SWF philosophy.

This was a well designed study in comparison to most reviewed. However, a careful analysis of the data indicated that most of the changes in behavior were not statistically significant.

The Western Pennsylvania Schools Without Failure Consortium was formed in the summer of 1971 as a means of implementing William Glasser's Schools Without Failure philosophy and methods. The program was implemented during the 1971-72 school year in two parochial elementary schools and nine public elementary schools located in eight school districts.

The consortium asked the Division of Research of the Pennsylvania Department of Education to help evaluate the first year of their project. This evaluation included questionnaires to measure pupil self concepts and attitudes toward school. Also, since classroom meetings are a major part of the program, teachers were asked to fill in a Classroom Meeting Evaluation form after holding a meeting.

The analysis of Classroom Meeting Evaluation Forms revealed that, in general, teachers felt their meetings were effective. However, meetings held near the beginning and end of the school year were rated as more effective than were those held during the middle months of the year. Fifth grade teachers felt their meetings were less effective than did teachers of pupils in other grade levels. Meetings planned in advance on topics selected by teachers were rated as more effective than were impromptu meetings and those in which pupils selected the topics for discussion. Both the number of meetings held per week and ratings of the effectiveness of meetings were found to vary across schools. An indication of the effectiveness of meetings was the finding that the percentage of pupils actively participating increased throughout the school year.

In the analysis of pupil attitudinal data, it was found that when data from all project districts were analyzed together no significant differences were found between SWF schools and control school pupils in either attitude toward school or self concept. However, in separate analysis performed for each school district, attitudinal differences between SWF school and control school pupils were found to vary across districts and very often, for different grade levels within a district. Finally, when SWF school and control school pupils were compared in their Spring, 1972 responses to specific items, it was found that SWF school

111

pupils scored higher on items highly related to the objectives of the SWF program.

Project Glasser was a project conducted in Wayne County Intermediate School District, Detroit, Michigan. Funding was through the Michigan State Department of Education. During the 1974-75 and 1975-76 school years, funds came through ESEA Title III, during the 1976-77 school year, they came through ESEA Title IV-C.

Five schools participated in the program the first year. The participants received additional training in Values Clarification and other affective approaches. They were joined by five others in the second year. In the third year, the original five left and five new schools joined. Schools were selected on the basis of three criteria:

1. A need or desire for innovation or improved school climate.
2. The willingness of teachers to participate in the program.
3. An agreement from building administrators to participate actively in the program.

Each school selected a Building Leadership Team of from four to eight members. At least one member of this team had to be a building administrator.

In the summer before school started, the Building Leadership team members attended a week long workshop dealing with process skills needed to lead an in-service program. During the year, three two-day workshops were held.

For the next five or six weeks, the Building Leadership Teams held building seminars (usually weekly) in their buildings. Fifteen two and one-half hour building seminars were held during the year. During the second year building wide programs were developed, and these were implemented during the third year.

Results are presented in terms of fulfillment of product and process objectives. Product Objective was, "Students from Wayne Junior High and Senior High schools will improve self concept." The measurement instrument was the semantic differential, administrated pre- and post-test to a group of randomly selected classes.

The primary statistical analysis was a planned comparison, comparing the "zero level of Glasser exposure" (students who had no Glasser-trained teachers) with a combination of the "three and four levels of Glasser exposure" (students who have either three of four Glasser-trained teachers). The test was a t test. The dependent variable was a sum of gain scores from selected items on the semantic differential. In their analysis, this objective was achieved with some groups.

Product Objective Two was, "Students from Wayne County Junior and Senior High schools will perceive schools more positively." Measurement was identical to Objective One except that instead of describing themselves as students they were asked to describe their school as a place to get an education. Analysis was the same and the results showed no significant difference for the "Influential, significant and attractive" factor but significance was shown for the "involved and attractive" factor.

Product Objective Three was, "Students from Junior and Senior High schools in Wayne County will increase in critical thinking and problem-solving skills." The measuring instrument was a Hifden Figures Test. Analysis showed significant differences between pre- and post-treatment.

Process Objective One was, "Glasser Associates will train building leadership teams." Criterion for success was attendance and positive evaluations. Both of these were met according to the researchers.

Process Objective Two was that, "The leadership teams and teachers in the secondary school will analyze curriculum needs." The criterion for success was that "at least 50% of the activity logs to be kept by each participant will report implementing or plans for implementing a curriculum change." The criterion was achieved although questionably because of the use of "Glasser" techniques were classified as a "curriculum change" and teachers were instructed to report use of "Glasser" techniques in their logs.

Process Objective Three was, "The leadership team members and teacher participants in the second year of program development will practice reality therapy." The criterion for success was that "at least 50% of the logs will report successful use of Reality Therapy." This criterion was met.

Process Objective Four was, "Teachers involved in the Glasser seminars in the first year of program involvement will conduct Glasser classroom meetings." The criterion for success was that "at least 75% of the logs will report successful use of classroom meetings." The criterion was successfully met.

This was a fairly well designed study, however, the statistical measures used raise some questions. For instance, it is not clear if gain scores were appropriately adjusted and why certain items were neglected on the semantic differential test. Also, the gains on the hidden figures tests needs to be further analyzed in light of other research available.

Engle, Keepes, and Thorne, (1973) conducted a study in Palo Alto, California. The school district initiated this evaluation of the second, third and fourth years of operation of an elementary school. No choice was made by the researchers in selection of schools, personnel, or subjects. Goals were derived from the Glasser Model.

A pre- and post-test control group design was adopted. The control school was in the same district, with the most equivalent student body available and matched in terms of class size, service to the schools, teacher-student ratio and instructional style of the teachers.

The researchers describe Glasser's goals as: (1) developing a child's sense of his own worth; (2) increasing the sense of responsibility to himself and fellow students; and (3) encouraging critical thinking skills rather than rote memorization. Self-esteem was measured with the Sears Self-Esteem Inventory. Sense of responsibility appeared to be similar to the notion of locus of control. It was assessed with Crandall's Intellectual Achievement Responsibility Qeustionnaire. Because no adequate measures of critical thinking skills could be found, achievement was measured instead with standardized achievement tests.

Self-concept was slightly higher in the experimental school than control school in the first year and did not differ from the control school in the second year. In the third year, students who had been in the program for at least a year had significantly higher self-concept scores than those who were new to the school.

The Intellectual Achievement Responsibility Test was separated according to whether the questions contained positive or negative situations. Positive scores were affected more by the school. In the first year no differences were found. In the second year, children at the experimental school had significantly higher IAR Positive scores. The difference also held for old and new students.

Using the Lorge Thorndike IQ scores as a covariate, children were compared on the CTBS and the STEP. In the first year, the only difference between the schools was on the writing subtest of the STEP in favor of the control school. In the second year, experimental sixth graders scored significantly higher than control children on both the language and math subtests of the CTBS. Fifth graders scored higher than their control mates on the math subtest of the STEP. The following year no differences were measured.

Behavioral observations were made in all classes in both schools using a point-sampling method with a version of the Behavior Survey Instrument. The data suggests that with increased exposure to the program and/or increased age the children spend more time working individually, communicating to a large degree with peers, and less with teachers. Children at the experimental school were spending significantly more time in work activities than those at the control school.

Betty McCormack of South Bay Union School District in Imperial Beach, California conducted a study reputed in 1973.

The evaluation resulted from responses given by forty teachers to questionnaires relative to objectives reached by the program in June, 1973.

Objective 1: "Provided the opportunity, by the end of the school year, 70% of the students will be able to participate in intellectual discussion through the use of class meetings."

Teachers determined that nearly all of the children participated in class meetings.

Objective 2: "Given the proper guidance, by the end of the school year 70% of the students will be able to discuss openly concerns and problems they have related to school, as determined by the amount of student involvement." Teachers were asked to list the kinds of activities which motivated pupil involvement. Sixteen different activities were listed.

Objective 3: "Given the continuous feeling of freedom and success, all children will begin to develop a positive attitude about their abilities to think and communicate effectively." Responses by the teachers seemed to indicate that this objective had been met.

Kenneth Jensen from Madison, Wisconsin sent an undated brief description of a research project.

In a report of an area director of the schools, it was reported that "truancy and vandalism diminished, disruption and disturbance diminished and that which remained began to be viewed as a learning opportunity, not a threat, fighting diminished, grade failures diminished, passive human vegetables began to put out tentative feelers to a now safer psychological environment, and teachers began to dialogue with each other at first, then with kids, and then with parents."

Teachers, having experienced training and applied SWF, were favorably disposed toward it. SWF training and practices are perceived by teachers to: (1) Improve communication within schools and to the community and (2) Improve student attitudes.

Mark Robert (1971) conducted a doctoral dissertation on Reality Therapy. Two schools within the Los Angeles City Unified School District who had developed and implemented Glasser's program were studied. Teaching seminars were established and held weekly over a two year period of time and differences in teachers were examined.

A control-experimental design was used and teacher role perception was measured by the utilization of the Van Alfen Episode-Situation Questionnaire. Data were analyzed using the Chi Square Test. Teachers who participated in SWF seminars were more idiographic in their role perception than with non-seminar teachers. This implies innovativeness and an orientation toward the personality need dispositions of the individual and carries with it the connotation of flexibility. It was concluded that teachers who participate in SWF seminars will be more oriented toward meeting personality needs of individuals and less threatened by change in the educational environment than those that do not participate.

Teachers in a SWF school who did not participate in the program were reported to be not affected by those about them.

No discernible difference existed between non-seminar teachers in seminar schools and all teachers in non-seminar schools.

Principals involved in SWF seminars tended to perceive their teachers in greater congruence with the results of the E-S Questionnaire than did principals not involved in the SWF seminars.

Purl and Dawson (1971) conducted a study in Riverside, California. Teachers in four elementary schools participated in seminars based on Glasser's concepts during the 1970-71 school year. Teachers were asked to indicate the changes resulting from the participation in the Glasser program which occurred in eight areas: grading, testing, grouping, discipline, classroom meetings, parent conferences, curriculum and homework. They were then asked to indicate the areas in which they did not make changes last year, but in which they plan to make changes next year.

More of the teachers (27%) made changes in discipline and in classroom meetings than in any of the areas mentioned. Students began to evaluate their own behavior, if it was not acceptable, to make commitments to change that behavior. Classroom meetings in which many relevant topics were discussed by teachers and students seated in a tight circle were held. Approximately 25% of the teachers made changes in grading, testing, grouping, parent conferences, and curriculum.

Glasser's recommendations were found to be more congruous with typical practices in primary grades than in upper grades. Accordingly, more primary than upper grade teachers followed Glasser's recommendations.

Letter grades were seldom used by primary grade teachers but often used by upper grade teachers. Primary teachers gave few tests; upper grade teachers gave objective tests sparingly but did use them for grading. Both primary and upper grade teachers reported grouping pupils for many areas of instruction but were moving toward flexible grouping and away from ability grouping. Discipline methods and classroom meetings advocated by Glasser were adopted by the teachers, although Glasser recommends daily class meetings and most teachers held only two or three each week. Forty per cent of the teachers either modified their curriculum or planned to modify it the next year. Homework assignments were not excessive although it is not known whether or not they were relevant. Students indicated that they felt involved in school, they thought that school was relevant and they felt responsible for their own behavior. They did not, however, indicate that their thinking had become an important part of the school philosophy.

The program was described as having positive effects on students and on teachers. Students became more responsible for their own behavior, learned to express themselves better and learned to listen to and respect the opinions of others. Communication between teachers improved. Teachers became more aware of students' needs. Using Glasser's method, teachers were able to handle more of their own discipline problems, referring fewer pupils to the principal for disciplining.

Mark Gang (1974) conducted a dissertation study on Reality Therapy. The study investigated the effect of a Reality Intervention Process (RTIP) on selected behaviors of six students in the elementary classroom. Three major questions were investigated:

1. Does the RTIP result in changes in student behavior in the classroom?
2. If so, will differential effects associated with the class of behavior (i.e., desirable, undesirable, or both) to which the teacher responds have any effect? More specifically, will there be a greater or lesser impact on the student if the teacher implements the RTIP responding to: the student's desirable behavior _only_; the student's undesirable behavior _only_; or both the student's desirable and undesirable behavior.
3. How durable are any observed changes in student or teacher behavior when _E_ witholds feedback from the teacher?

Two teachers were chosen from an Oak Ridge Elementary School. Each teacher was trained in the principles and methods of Reality Therapy both directly by the _E_ himself and also through participation in a system-wide training program conducted by an associate from Glasser's Educator Training Center. Each teacher chose three students, one from each of her three classes. After baseline data were collected for each student, each teacher began to implement the RTIP. A modified multiple baseline design was chosen and introduction of the intervention strategy was at a different time interval for each teacher. During the involvement phase the teachers were instructed to give each target student special personal attention during each class period. During the varied intervention phase the teachers continued to give each target student personal attention but also employed three modified RT strategies, one for each of the target students, as previously explained. During the following-up phase the teachers did not receive constant feedback from E as they did during the other phases of the study.

College students who had been thoroughly trained in a naturalistic behavioral observation technique developed by Dr. Robert G. Wahler observed all six students respectively for the entire length of the study for half-hour periods on three different days each week. The data collected "strongly suggested that the RTIP was effective in modifying behavior." In addition, it appeared that the teachers felt that the establishment of an ongoing, genuine relationship between the student and the teacher was an essential condition for the successful outcomes achieved. Unfortunately the full dissertation was not available at the time this was written, and no statistical evidence was cited in the abstract.

Charles Thompson and Jean Gates, Knox County conducted a study which was not available. However, the following was condensed from *Focus on Guidance*, 1976, Vol. 9, No. 4.

The study was conducted at an open-space primary school in the Knox County School System. The concepts involved in the treatment phase were presented to the entire staff and six teachers volunteered to participate by selecting one student who posed the most numerous, serious and difficult problems in the classroom.

The six teachers were further trained in the ten-step approach and each received a training notebook. Three Experimenter/Observers were trained extensively in behavioral observation techniques, with inter-rater reliabilities reported throughout the project between ninety-one and ninety-six per cent.

Extensive base-line, pre-treatment behavioral observation data were gathered for each of the six students, with two observers rating the same child, independently, for a thirty minute time period on Mondays, Wednesdays and Fridays. The same observation schedule was used for twenty days, after which the data were collected and analyzed and the conclusions reported.

Student #1: During the baseline, pre-treatment observation period the absolute frequency of inappropriate behavior was erratic and ranged from 38 to 161 with a mean of 91. During treatment, misbehavior was reduced and remained low with a range of 1 to 33 and a mean of 11.

Student #2: During the baseline, pre-treatment period the absolute frequency of misbehavior ranged from 39 to 100 with a mean of 62. During treatment the range of misbehavior was 1 to 54 with a mean of 23.

Student #3: The mean of the absolute frequency of misbehavior during the baseline pre-treatment period was 103 with a range of 34 to 107. During treatment the frequency of misbehavior ranged from 0 to 79 with a mean of 35.

Student #4: The treatment period was cut short because of placement in a residential school for children needing psychiatric help. However, during Phase I of the three phase treatment schedule, the absolute frequency of inappropriate behavior ranged from 20 to 76 with a mean of 55. During Phase II the range for the same behavior was 1 to 47 with a mean of 16.

Student #5: The absolute frequency of inappropriate behavior during the baseline pre-treatment observation period ranged from 29 to 100 with a mean of 60. During treatment the inappropriate behavior ranged from 1 to 95 with a mean of 29.

Student #6: During pre-treatment observation period the absolute frequency of inappropriate behavior ranged from 40 to 174 with a mean of 107. During treatment, inappropriate behavior ranged from 0 to 41 with a mean of 20.

In addition to the presentation of the absolute frequency of behavior of subjects, data from daily behavior record sheets were also recorded. The average percentage of appropriate behavior increased for every subject, with the smallest increase being 16 percent and the greatest being 49 percent points.

It seems appropriate to report a number of unobtrusive measures of student behavior which were observed during the study. Behavior patterns which were altered during the treatment phase but were not part of the original design were attendance, expressing warmth toward the teacher and modeling the behavior of teachers and peers. The teachers reported that all students were doing better in their schoolwork. The increased time the students spent on task relevant behaviors evidently was reflected in an improvement in the quality of the student's academic performance.

Following the research, interviews conducted with the teachers revealed that the improved behavior for the five students completing the study continued until the end of the school term. The teachers also reported that they were continuing many of the helpful procedures utilized in the study. The teachers were enthusiastic with the process and indicated they were beginning to utilize it with other students. The teachers also said they were looking forward to continuing the method during the next school year.

The results from the study tended to support the prediction that an individualized teaching-counseling approach for teaching the subject of discipline to children would be effective.

The effects of a reality therapy program on irresponsible students in a secondary school setting during a three week experimental treatment period were assessed as part of a dissertation by James Cherry (1976). The following is a condensed version of the abstract from Dissertation Abstract International: It was hypothesized that the program would increase the rate of appropriate classroom behavior and decrease the rate of inappropriate behavior. Revusky's design for irreversible treatments was used to assess the effect of the program. Data analyzed revealed that: (1) neither appropriate nor inappropriate student behavior exhibited statistically significant changes; (2) the total treatment period had no negative effect; and (3) trends occurred in specific student behaviors rather than general behavior categories.

Reports on a survey of twenty-four schools using the SWF approach to discipline were offered by Glasser (1977).

Twenty-four schools known to be using Glasser's SWF methods were contacted for feedback regarding this program. Fourteen elementary, five Junior High and five Senior High schools were surveyed. Responses were received from eleven elementary, five Junior High and two Senior High schools. The design was a simple survey consisting of eleven items dealing with the success of the method, the changes each school made in the approach and the effects the program had on the school.

Summative data were reported in narrative fashion with no statistical analysis performed. Following are condensations of results.

1. What percentage of staff actively tried to use Reality Therapy?

   It was found that in most instances the higher the percentage of faculty involved, the greater the effectiveness of the program.

2. How long has Reality Therapy been used in school?

   Range of time was from five months to six years. There was no indication that time alone eroded program.

3. Brief outline of process used and how it corresponds to ten-step approach.

   Every school reported variations. Most common variations were in arrangements for in-school suspensions or notification of parents at point of exclusion.

4. Results in:
   - Attendance, 10 reported increase; seven no change.
   - Office referrals for discipline, 10 schools reported decreases and one school a slight increase.
   - Second time offenders, 16 schools reported decreases, one school did not report.
   - Fighting, all schools reported decreases.
   - Suspension, all reported decreases.
   - Vandalism, 10 schools reported decrease, others indicated not applicable.

5. Other areas affected:

   Most often cited improvement was teacher morale and related areas.

6. In-school suspension room:

Used existing space, usually school office. Staffing was voluntary and shared, with principal heading volunteers. Only at the high school level was an extra salaried person used.

7. Major obstacles to initiating Reality Therapy program.

Major problems were reluctant teachers and misunderstanding at other levels (e.g., central administration, students, etc.)

8. How much in-service to start program?

9. How much in-service to keep program viable?

Generally not less than two days initially and usually these two days were repeated twice each year.

10. Responsibility for in-service.

Thirteen of the schools used leadership team approach, others reported principal's responsibility.

11. Advice for others starting out.

Listed twelve "Do's and Don'ts"

The author concluded that Reality Therapy can be a realistic approach to school discipline.

SUMMARY AND CONCLUSION

The above represent twelve of the most reasonable studies of Reality Therapy. We have received numerous testimonials as to the positive effects of Reality Therapy approaches in schools. Few of the testimonials related negative information. Most of these, of course, were provided by the Education Training Center which is the business base for the Schools Without Failure Program. Some of the studies including the New Castle, Pennsylvania evaluation and the Palo Alto study suggest that there are changes in teacher's attitudes, classroom behavior, children's self-concept, etc. There is no strong evidence for grades being improved. However, this could occur much later, after attitudes and self-concepts change. One of the major problems is that the research and evaluation designs don't provide data for what happens in the training of teachers, whether this is consistent across training programs, and whether teachers do in the classroom what they're supposed to do.

Another problem is that Glasser's practical approach borrows from many theoretical schools and there may be a number of teacher-student interactions which are related to techniques which are not clearly identified and partialed out. Despite their problems mentioned, the Glasser staff are to be commended for the openness to research and their willingness to consider the data. The research so far available certainly suggests that the program has positive effects in the schools as compared with no program. This "Hawthorne" effect has not been properly investigated. This program should be compared in controlled studies with other approaches and no approach using pre post multivariate designs.

In conclusion, it is obvious that the approach deserves further research and consideration as a way to help schools improve their discipline and decrease alienation.

Schools Without Failure Research

Name and Location	Subjects	Design and Measures	Statistics	Results
Masters, Laverty, Hayes, New Castle, Pennsylvania 1975	10 elem. schools randomly assigned to treatment and control	Classroom means used for Pre- and Post-test Control group design. Measures: 1. pupil achievement and attitude scales 2. teacher and parent attitude measures 3. classroom observations 4. discipline referrals	multivariate and univariate analysis of covarience	-not significant pupil attitude changes -not significant pupil acheives changes -"improved" teacher attitudes -not significant parent attitud changes -not significant change in classroom behavior
Masters, Laverty 1973	2 parochial 9 public elementary schools	1. Classroom meeting Evaluation forms 2. Pupil Attitude Scale 3. Self-concept Measure	not specified	-not significant-differences between treatment/control districts -meetings noted effective
Wayne County Intermediate School District Michigan	students teachers	1. Self-concept (Semantic differential) 2. school attitude 3. increase cognitive skills	t tests	-"significant and not significant"-improvement in self-concept -not significant-improvement

128 129

Name and Location	Subjects	Design and Measures	Statistics	Results
				in school attitudes -significant-improvement in cognitive skills
Engle, Keepes and Thorne Palo Alto, California 1973	schools n=2	pretest and postest control group self esteem (Sears Self Esteem Inventory) sense of responsibility-(Crandall's Intellectual Acheivement Responsibility Questionnaire) Acheivement tests	anova	-not significant self esteem -significant increase in IAR scores during second year -not significant acheivement
McCormick South Bay Union School Districts California 1973	teachers n=40	questionnaires		teachers reported objectives had been met
Jensen, Kenneth Madison, Wisconsin				in positive direction

Name and Location	Subject	Design and Measures	Statistics	Results
Robert, Mark L.A., California 1971	Teachers Principals	control and experimental teacher role perception as measured by Van Alfen episode-situation questionnaire	Chi-Square	Seminar participants significantly more idiographic (different than non seminar participants)
Purl and Dawson Riverside California 1971	teachers principals students	Surveys		change reported in positive direction
Gang, Mark Oakridge, Te. 1974 (dissertation not available when this was compiled)	2 teachers 6 students	Multiple Baseline		Reality Therapy effective
Thompson and Cate Knox County, Te. 1976	6 teachers	pretest and posttest frequency counts		considerable gains reported

me and Location	Subjects	Design and Measures	Statistics	Results
herry, James 976 dissertation not a- ailable when this was ompleted)	students	Students Observations	Revusky's design for irreversible treatments	not significant results
lasser 977	24 schools -14 elementary -5 Jr. High -5 Sr. High 17 responded -10 elem. -5 Jr. High -2 Sr. High	Questionnaire	none	Concluded that Reality Therapy can be useful in schools.

REFERENCES

Cherry, J. H., A study of Reality Therapy as an Approach to Discipline in the Classroom, *Dissertation Abstracts International*, 76-9906-abstract.

Engle, P. L., and Keepes, B. D., Glasser's Schools Without Failure: A Three-Year Evaluation, Paper presented at the American Educational Research Association, New Orleans, Louisiana, 1973.

Gang, M. J., Empirical Validation of a Reality Therapy Intervention Program in an Elementary School Classroom, Doctoral Dissertation, August 1974-abstract.

German, M. L., The effects of Group Reality Therapy on Institutionalized Adolescents and Group Leaders, *Dissertation Abstracts International*, 75-22267-abstract.

Glasser, W., *Glasser's Approach to Discipline*, Educator Training Center, (undated).

Glasser, W., A New Look at Discipline, *Learning*, December 1974, 6-11.

Glasser, W., Roles, Goals, and Failure, *Today's Education*, October 1971, 20-21, 62.

Glasser, W., The Effect of School Failure on the Life of a Child, *The National Elementary Principal*, 49:1, September 1969, 8-18.

Glasser, W., Disorders in our Schools: Causes and Remedies, *Phi Delta Kappa*, January 1978, 331-333.

Glasser, W., Schools Without Failure, The Instructor, January 1969.

Glasser, W., Schools Without Failure-1977. Glasser's Approach to Discipline-Realistic and Working, paper presented at the annual meeting of the American Association of School Administrators, Las Vegas, February 25-28, 197

Jensen, K., Schools Without Failure in Madison, Wisconsin: A Case Study, presented at the American Educational Research Association Convention, New Orleans, Louisiana, February 1973.

Masters, J. R., Western Pennsylvania Schools Without Failure Consortium: First Year Evaluation, Division of Research Bureau of Informative Services, Pennsylvania Department of Education, April 1973.

Masters, J. R., Laverty, G. E., and Hayes, R. B., The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes: Summary Report of First Year of Program, U.S. Department of Health, Education, and Welfare, 1975.

Masters, J. R., and Laverty, G. E., The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes: Summary Report of First Year of Program, Pennsylvania State, Department of Education, National Center for Education Research and Development, Washington, D.C., February 1974.

McCormick, B. G., Evaluation - Schools Without Failure, South Bay Union School District, Imperial Beach, California - summary (undated).

McGuiness, T. P., and Masters, J. R., Research and Administering for Change: A Case Study, paper presented at the annual meeting of the Educational Research Association, New Orleans, March 1973.

Murphy, M., Glasser on Discipline, *Scholastic Teacher* (undated).

Project Glasser, Wayne County Intermediate School District, Detroit, Michigan - Project Report, 1977.

Purl, M. C., and Dawson, J., An Analysis of Some of the Effects of "Schools Without Failure" Seminars on Participating Schools, Riverside Unified School District, Riverside, California, August 1971.

Robert, M., A Study of the Role Perception of Teachers in Large Suburban Elementary Schools Implementing the Schools Without Failure Philosophy, Doctoral Dissertation, August 1971 - summary.

SOCIAL LITERACY TRAINING - A SOCIOLOGICAL MODEL

Social Literacy Training is clearly within the sociological model. It conceptualizes problems of discipline and alienation within a framework of social forces, groups and prevailing norms which victimize certain groups. Resolution of problems requires an analysis of the total system in order to identify problems. Training of teachers requires that they understand school and social forces which victimize students and themselves. The process of changing schools borrows from the human relations approach. The following is based on a large report which appears to be in part a text by Alschuler. There is very little other material available.

Social Literacy Training is rooted in the philosophy of Paulo Friere, a Brazilian educator, who in the early 1960's developed a new and apparently effective method of adult literacy training. Literacy as defined by Friere "is a much broader problem solving process involving naming problems, analyzing the causes, and acting to solve the problem" (Alschuler, 1977). Following this line of thinking, Alschuler et al conclude that most people in the schools are illiterate in a social way. "There is no shared formal vocabulary for naming problematic social relations, no established methods of analyzing the cause of interpersonal conflicts and no regularly practiced effective methods of solving basic social problems" (Alschuler, 1976). Social Literacy focuses on primary prevention. Its goals, as stated by Alschuler, are as follows: (a) to raise consciousness of oppression and liberation in schools, (b) to decrease dehumanization and victimization, (c) to stop blaming each other for problems, and (d) to work collaboratively in solving common problems in schools.

Based on Friere's model, Social Literacy Training evolves from four steps. First, the entry stage in which the trainers arrange with the school to study the group's thought, language and action. This is a voluntary affiliation in which the trainer and the group seek common goals of increased literacy. For example, in one school, all referrals to the front office were examined and all activity around the front office desk was observed. Second, in discussion sessions the outsiders (trainers) and leaders of the group attempt to define the central conflict in the school. In one school system several workshops were conducted and weekly discussion groups were held with members of the social studies department. As a result of several thousand hours of informal study the "battle for students' attention" was identified as the central conflict. In this junior high most activities were designed to capture the students' attention by using truant officers, bells, hall passes, tardy notes, role-taking, etc. In competition with this impressive array of powerful external forces to gain the students' attention there are a number of forces inside students. These include factors such as clothes, 'face', friendships, playing the dozens. In order to evaluate who is winning the battle for students' attention, the authors developed a measure of Mutually Agreed-Upon Learning Time (MALT). They have found that in most classes the battle is a stand-off. The authors decided to name this battle for students' attention the "discipline problem." According to the author, it is the central conflict in most junior high schools and its solution to this conflict is to transform the battle for students' attention into "mutually agreed-upon meaningful learning and respectful, collaborative human relationships for all people in classrooms."

Third, attempts are made to analyze the causes of the discipline problem. The endorsers of Social Literacy Training have attempted to analyze the cause of the discipline problem from a system-blame rather than a person-blame perspective. They see a contest between educators and students to focus students' attention in competing ways. This attention getting game in school causes people in different roles to behave in predictable ways. Once one has identified the game, the task is one of analyzing the implicit and explicit rules, the payoffs or points, and the locus of decision making.

The fourth step is the problem solving phase of Social Literacy Training. Teachers are organized to name common problems, analyze the causes within the system of those problems and to provide mutual support in solving the problem. During these consciousness raising groups teachers learn techniques for naming the school games. One actively involves creating a "survival guide," a complete list of all the formal and informal rules. These include "never let a student out of class without a pass," to "always keep the window shades in the front of the building at the same length." Because teachers have few options in following these rules they produce inner and interpersonal conflicts. Ergo, according to Alschuler, this list constitutes a measure of how the system oppresses teachers, and "a set of prioritized targets for change."

Another technique for naming social problems involves a "stress hunt." Teachers interview each other with pertinent questions such as "at what point during the day do you feel most tired, what is the most emotionally draining activity of the day?" Categories are created to summarize these stresses. Teachers rate each stress on a three point scale. In Springfield, for instance, "interruptions" and "discipline problems" were the highest frequency stresses.

A third method for identifying social problems involves clarifying some prime causes of interruptions. This entails a systematic method of assessing Mutually Agreed-Upon Learning Time (MALT) during a class. "Ten students are randomly selected and observed every four minutes in a 43 minute class for a total of 100 observations. At the observation the rater must decide whether instructional material is present (e.g., a discussion of a math problem vs. class attention to a discipline problem) and whether or not the student is paying attention to instructional material. The MALT percentage is simply the number of times out of 100 that students are paying attention to instructional material." Alschuler points out that in one school analyzed by obtaining MALT scores it was discovered that every time the P.A. system went on there was a four to eight minute disruption period in almost every class.

The creators of Social Literacy Training emphasize that they practice blaming the system for problems and exonerating all individuals who are victimized. Pictures are taken of frequently occurring incidents in the schools, such as students sleeping at their desks and fights in the hallways. Imaginative stories are composed in response to such questions as who are the people, what are their roles, what is the problem in this picture, what is to blame, and what can be done to solve the problem? Their goal is to identify many common problems in the system without blaming any individuals.

Further, simulation games are used to show teachers how to negotiate effectively with students, administration and parents. Two games created for the purpose of increasing collaboration are the "Tame it" and the "Discipline Game". The "Tame it" game is a three part sequence in which the group role plays an identified problem. Then the group attempts to analyze the system causes of the problem and finally creates role playing situations in which they practice solutions to their problem. The "Discipline Game" allows players to take the roles of teachers and students in conflict situations and find resolutions in three minute negotiation sessions. Players are scored in direct proportion to their bargaining effectiveness.

In addition to support groups for teachers, classroom facilitators are used to increase social literacy. This involves an individual, a teacher, guidance counselor, supervisor, principal who act like coaches who help the team (a class and the teacher) improve its performance.

In summary the creators of Social Literacy Training describe the fundamental uniqueness of this approach by comparing its methods with other solutions. It is stressed that Social Literacy Training does not blame individuals because it is searching for causes in the system. Social Literacy is a multi-leveled solution since it focuses on changing a class or school organizations, and not an individual's behavior or interpersonal relationship. Social Literacy is direct for it involves a trainer working with students in the classroom itself. Finally, Social Literacy yields a broad range of outcomes because it concentrates from the outset on increasing MALT as a mediating variable. The result is increased respect and affection for teachers, increased participation in control of classroom activities and decreased numbers of referrals and suspensions.

RESEARCH

The following analysis of the effectiveness of Social Literacy Training is primarily an abstracted version of "Does Social Literacy Work: A Research Evaluation," which was found in Alschuler (1978) Discipline A

Socially Literate Solution. This manuscript was provided by the National Institute of Education and bears no other identifying information.

The Social Literacy Institute at the University of Massachusetts was funded to work in cooperation with some New England schools to reduce discipline conflicts caused by desegregation. Figure 1 below schematically outlines the design of the project.

Figure 1

1976-1977 SOCIAL LITERACY INSTITUTE

INPUT		OUTCOMES
1. Summer training	2. Training during the academic year	3. Changes
a. Cadres from ten schools learn about Social Literacy	a. Monthly training days for cadres	a. Generosity
	b. Cadres recruit and train support groups in their schools	b. Classroom AND
	c. Cadres and support groups make sustained applications of Social Literacy in their schools	c. School discipline

Project directors addressed themselves to two basic questions: "To what degree did the desired Social Literacy Training input occur?" and "To what degree were the desired outcomes achieved?" Data were collected to answer this question. Using Alschuler's report as a model, these data are organized in subsections that correspond to the numbers and letters in Figure 1.

1. Summer Training

Three weeks of summer training (15 days) were designed to teach five methods for collaboratively naming common problems (week 1), five methods for analyzing system causes (week 2) and five methods for implementing cooperative solutions (week 3). At the end of each week the trainees demonstrated integration of material by creating four alternative lesson plans. Training sessions included group work, presentations, exercise films and discussion.

Twelve school teams averaging eight people per team attended a 15-day workshop. Attendance ranged from a high of 102 to a low of 95. Of the 88 participants who completed the end-of-training evaluation, 87 people said they had learned 15 social literacy techniques, 83 said that they had created 12 adequate and complete lesson plans and 81 felt they had reasonable plans for creating social literacy support groups in their school. Using the above data, the trainers considered the summer training successful.

The degree of which participants' level of literacy had increased was evaluated through the administration of two forms of the "Critical Consciousness Inventory (CCI)" (Smith and Alschuler, 1975). It was administered the second and fifteenth day of the workshop counterbalanced to control for possible differences in the forms. Subjects' responses to the CCI were coded according to the level of literacy they embody--magical conforming, naive reforming or critical transforming. The percentage of statements in each level are multiplied by 1, 2 and 3 respectively and summed for an overall literacy score. From the 100 pre and 100 post CCI tests, 26 pre and 26 post tests were randomly selected for analysis. Two coders independently coded each test with a 75% agreement between coders. The mean pre-training score on CCI was 201.27 which is almost precisely naive reforming. Scores for the original three levels were not explained. The mean post training score was 219.77 ($\underline{t} = 2.93$, p .005, one tailed). The summer training program, therefore significantly increased the teachers' level of social literacy as measured by the CCI toward a critical transforming view of school problems.

At the end of the summer training each school team and each member of the team was given the option of remaining or discontinuing participation in the project. Three junior high school cadres in Springfield left the project "because we are satisfied with the way things are now in the school." Some individuals also dropped out, leaving a total of 67 project participants from eight schools or roughly 2/3 of those who attended the summer workshop. Therefore those who undertook training during the academic year represent a self-selected group and generalizability is somewhat limited.

2. Training during the academic year

Over the academic year an additional 14 teachers left the project leaving a total of 53. Monthly project-wide meetings were held with 67% of the participating teachers attending. Teachers' ratings of these sessions were generally "very good." Satisfaction with 13 specific aspects of the daily agenda (e.g., clarity of objective, clarity of the summary, warm interpersonal climate, etc.) rose from 68% in October to 96% in June.

During this time, with the monthly support and assistance of project staff an additional 93 peers were recruited and trained by the original cadres. There were up to 28 teachers in each of eight schools meeting regularly to learn about socially literate approaches to the discipline problems. Over the course of the year attendance ranged from 53% to 89% for attendance at peer group meetings.

Participating teachers had pledged to make at least two "sustained applications" per person. To be counted, the "sustained applications" had to be reported in writing. Using the 53 cadre members and the final members of the support group (74) the average number of reported sustained applications was 2.31; the average for cadre members was 3.42 and the average for support group members was 1.51. These applications were at all three levels of the school system: interpersonal (21%), classroom (40%), school wide (31%) and unclassifiable (8%).

3. Outcomes

The trainers were interested in critical transformations in systems not "naive reformations of individuals (Alschuler, 1978)." For instance, the focus was on whether classroom procedures were more democratic not whether classroom teachers had more democratic attitudes. The bias was explicit.

a. Generality of application in school. To assess the extent of teachers' application the cadre and support group members answered 15 forced choice questions such as (1) I have adopted project techniques for handling problems with students, (2) I have adopted project techniques for handling problems with administrators, and (3) I am able to apply this training to my personal life. Eighty-two teachers returned the questionnaires. Over one half of the responding teachers reported a positive change in all fifteen areas.

The forty cadre members reported translating their training into a significantly greater number of areas (more applications) when compared with the support group members. They concluded that it appears that greater training (the cadre group) led to greater applications, although all teachers made applications and gave positive endorsements of the effects.

b. Classroom Discipline. In order to obtain extensive classroom data volunteers were solicited from the two Hartford Middle Schools, where there was greatest administrative support and the largest support group of teachers. Each of the 12 teachers were asked to apply social literacy approaches as extensively as possible in one class and refrain from using their approaches in one other class which was matched on grade subject matter and track. The experimental and control classes were randomly assigned once the two comparable classes per teacher were chosen.

The "treatment" consisted of making the pre-test data from the beginning of the second semester available to the experimental classes. The teacher and students reviewed the data on classroom functioning, named problems, looked for causes, considered solutions and implemented chosen changes. Social literacy techniques learned during the workshops were used to facilitate a collaborative problem solving process. Pre-test data were collected but unavailable for the control classes and social literacy problem solving techniques were not employed.

A number of outcome measures were taken on the 12 experimental and control classes at the beginning and/or end of the second semester. These included Questionnaire measures like the Beck "about my teacher" inventory administered pre and post, post test administrations of the Crandall et. al. Intellectual Achievement Responsibility Scale and a questionnaire designed by the creators of SLT to assess four types of discipline. In addition, direct classroom pre and post observations were made of the percent of Mutually Agreed Upon Learning Time (MALT) and the Flanders System of Interaction Analysis. Subject matter achievement was recorded by comparing the final examination results of experimental and control classes.

Beck inventory assess five aspects of teacher merit as viewed by students. The results of the multivariate analysis of various conducted on the Beck Inventory are given in Table 5.

Table 5

Analysis of Student Responses on Beck Inventory*

Dependent Measure	Means Experimental	Control	Multivariate F	Univariate F	Significance Level
All measures			8.81		.00001
Cognitive merit	8.59	9.10		2.00	.158
Motivational merit	7.48	7.73		.23	.631
Affective merit	9.07	8.53		3.20	.074
Discipline merit	7.14	6.16		13.43	.00028
Innovative merit	6.45	7.20		17.94	.00003

*The results are given only for the experimental-control factor.

Significance is obvious for the overall difference between control and experimental groups. Further univariate analysis on the five dependent variables indicates significant differences between the experimental and control groups on Discipline Merit and Innovative Merit ($p < .00028$; $p < .00003$ respectively). Therefore the mean difference for Discipline Merit indicated that students exposed to Social Literacy felt that their teachers were effective in maintaining an orderly classroom atmosphere conducive to study and learning process. The mean difference on the Innovative Merit was negative indicating that the students who did not have the benefit of the social literacy curriculum rated their teachers more innovative than those who were exposed to SLT.

In addition to the Beck a 23 item questionnaire of the authors own creation was administered at the end of the semester. These scales reflect students' perception of the degree to which they respect their teachers (discipleship), have fewer discipline problems in the class (disciplinarian actions), participate in decision making (self-regulation discipline) and like the class (general enjoyment). Analysis of these Student Questionnaire Measure is shown in Table 6.

Table 6

Analysis of the Student Questionnaire Measures*

Dependent Measure	Means Experimental	 Control	Multivariate F	Univariate F	Significance Level
All measures			8.94		.00001
Discipleship	3.25	3.23		.67	.41
Disciplinarian Actions	1.24	1.00		5.53	.02
Subject matter discipline	2.96	2.95		.07	.79
Self-regulation	4.87	3.66		29.30	.00001
General enjoyment	2.56	2.38		1.21	.27
Achievement responsibility	5.74	5.64		.00	.98

*The results are given only for the experimental-control factor.

The overall multivariate F was highly significant indicating that there were differences between experimental and control groups on at least one of the variables. There were significant differences between the two groups on Disciplinarian Actions and Self-regulation. The former is consistent with the Beck finding showing experimental classes higher on disciplinary merit (have fewer discipline problems as perceived by the students). The latter, Self-regulation, indicates that as a result of the social literacy program, students perceive that they have a larger role in solving classroom problems.

In summary there is evidence that social literacy training for teachers leads to statistically significant increased levels of two types of discipline: (1) increased democratic self-regulation discipline and (2) better classroom discipline.

Observation of Classroom Interactions

The amount of Mutually Agreed-Upon Learning Time (MALT) and the percentage of different types of interaction, as measured by Flanders Interaction Analysis (Flanders, 1960; Amidon, 1966) were used to obtain direct measures of classroom behavior. Socially literate problem solving did not significantly increase attention to instructional material or change the ratio of different types of classroom interactions. The authors emphasize that in spite of the fact that the "climate" of the experimental class is significantly different as reported by teachers and students along several dimensions, the two observational measures are not directly related to the perceived change and possibly the natural, extreme variation in these indices from class to class masks the less extreme change in the classroom functioning resulting from socially literate problem solving. Another explanation would be, as in other studies, a halo effect accounted for perceived versus observed differences.

Achievement Test Data

To assess gains in students' academic achievement the authors evaluated the final exams of five pairs of academic classes (Science, Math, English, Social Studies). A nested design was employed since the five teachers taught different groups of students in different subject matter so each experimental and control class can be viewed as being nested within each teacher. This is a powerful design, which provide control for overall experimental error rate. Analysis of the data indicate

151

that there were significant differences between the experimental and control group as well as between teachers. Students in the experimental group achieved higher scores than students in the control group for three teachers. The reverse was true for the other two teachers. The authors have pointed out that, overall, the differences between the experimental and control groups of students for three teachers were higher than the differences between the experimental and control group student for the other two teachers in the case where the control classes did better. They conclude that this suggests that the experimental classes did achieve more than the control classes. Given the initial random assignment of the students to the two groups, this may suggest that exposure to a Social Literacy program has the potential to increase the level of achievement, although not consistently so. Several questions are not answered. It is not clear what subject matter was taught in each of the classes. Further, the significant experience between teachers is difficult to explain from the data presented.

c. School Discipline. The authors hypothesize that if many school educators use socially literate problem solving to death with interpersonal classroom and school-wide discipline conflicts, then these efforts should be reflected in fewer referrals to the front office and in reduced absenteeism and suspension rates. The authors examined data in Fox and Quirk Middle Schools in Hartford where the largest Social Literacy Cadres and support groups had operated. The authors compared the referral rates of the 19 teachers who participated in the Social Literacy program during 1976-77 with the 89 teachers who did not participate in the

152

training during that school year. The two groups were comparable in age, number of years teaching and composition by race and sex. The average number of referrals for the Social Literacy group was 1.26, 28% of the rate of the untrained group, 4.45, a statistically significant difference ($\underline{t} = 1.79$; p is less than .05; one tailed). The authors stress that this is consistent with reports by students that classes using Social Literacy procedures are more orderly and democratic.

They further examined absenteeism and supervision rates. The most noticeable changes occur during the 1976-77 school year when there was a dramatic increase in suspensions and a sizeable decrease in absenteeism. The authors present some historical information that make definite interpretation of these data questionable. There had been increasing physical violence from 1972 on, ending in some nasty incidents during 1975-76 school year. Parents stormed the school with demands for actions to protect their children. Committees on discipline were set up and the school board enunciated a "crack down" policy. Two serious knifings reinforced this district-wide mission in the 1976-77 school year. This may be a plausible explanation for the jump in suspension rate. Likewise, the decreased absenteeism may have been due to this "get tough" policy. There are no definitive conclusions. At least the Social Literacy Training for teachers did not constitute a force sufficient to counteract all the other forces influencing the suspension rate.

SUMMARY

Social Literacy training offers an interesting approach to helping schools. Its emphasis on the total system, its theoretical underpinnings based on sociological theory and its practical application of systems approaches suggest a model with wide applicability. Despite the sophisticated research presented, generalizability and "Hawthorne" problems suggest caution in moving ahead with the program on a full scale basis. As with other research, there were differences between teachers perceived changes and observed changes, which were not significant. Larger samples measuring less complicated goals might be useful. The researchers are to be commended for their efforts on an extremely complicated project.

REFERENCES

Alschuler, A. S., Weinstein, G., Evans, J., Tamashiro, R., and Smith, W., "Education for What? Measuring Self-knowledge and Levels of Consciousness." Journal of Simulation and Games, Vol. 8 (1):29-47, March 1977.

Amidon, E., "Interaction Analysis Applied to Teaching." National Association of Secondary School Principals Bulletin, December 1966, pp. 93-97.

Bailey, Janet, "Consciousness-Raising Groups for Women: Implications of Paulo Freire's Theory of Critical Consciousness for Psychotherapy and Education." Unpublished Doctoral Dissertation, University of Massachusetts, 1976.

Flanders, N., "Teachers Influence--Pupil Attitudes and Achievement." Final Report Cooperative Research Project 397. U.S. Office of Education, 1960.

Smith, W. A., and Alschuler, A. S., "How to Measure Conscientizacao: The C-Code." Available from the authors, 465 Hills South, University of Massachusetts, Amherst, Massachusetts 01002, 1976 ($5.00).

155

TRANSACTIONAL ANALYSIS - A PSYCHODYNAMIC-INTERPERSONAL MODEL

Transactional analysis is an approach which focuses on the systematic evaluation of interactions between people. Its principles were first developed by a psychiatrist, Eric Berne (1961, 1966, 1969) and popularized by Thomas Harris (1969, 1978). TA conceptualizes all human behavior as being classified into one of three categories or ego states: parent, adult, and child.

The child ego state includes behaviors typical among very young children, such as, wishes, fears, hopes, crying, screaming, rage, etc. Also included are more controlled behaviors which are reactions to parental influences such as, polite or mannerly behaviors and rebellious behaviors. It is the source of spontaneity, creative change, and joy.

The parent ego state describes behaviors which are typical of parental figures. These include expression of concern for others, criticism of people, and unqualified opinions and prejudices. Internally, it is the voice of conscience, approving or disapproving that which we do.

The adult ego state includes behaviors which largely involve data processing, fact finding, questioning for information, decision-making, and data sharing. The adult is the rational entity. The adult ego is basically non-feeling but evaluates the feelings of the parent and child and arrives at decisions based on fact and reality.

The basic unit of behavior studied in TA is a transaction. A transaction occurs anytime one person says or does something and another person says or does something back.

TA has stressed the importance of touch and recognition in the development and maintenance of personality adjustment. The word "stroke" is used as a unit of recognition or touch. Each transaction involves a stroke being given and returned. Strokes are classified in several ways. They may be positive, such as a smile or negative, such as a sneer. They may involve contact, as in touching, or non-contact, as in verbal or non-verbal signalling. They may be conditional, for doing something, or unconditional, just for being.

Another important concept in TA relates to the way in which people use time. Six categories are used for classification of time for the satisfaction of social needs. One method of response is withdrawal, namely, a lack of transacting, such as, daydreaming. Another approach is by ritual, a fixed way of behaving toward others. The third category is activities or work and activities not done for social visiting, such as, employment or education. Still another approach is pastiming, which is behaving or talking simply to pass the time. The fifth are games which are transactions between people at a social level but also having an underlying psychological level leading to some sort of payoff for both players. The final classification is intimacy, which is the ultimate goal and motivation for transacting in which all facades and defense are lifted.

Berne postulates four basic life positions from which a person chooses to approach others. These are: I'm OK, you're OK; I'm OK, you're not OK; I'm not OK, you're OK; and I'm not OK, you're not OK. These positions influence acting in that if we think we are basically OK and others are OK, we tend to be courageous and friendly. This behavior contrasts markedly from the games we play when we look at ourselves as not OK and/or others as not OK.

In TA, as in Adler's notion of lifestyle, an individual has a unique way of operating, usually developed as a result of parental guidance, directions, and injunctions. This is termed an individual's "script."

Conceptually, TA is a psychodynamic interpersonal approach dealing on a cognitive level. The subject is helped to see exactly where he/she is in relation to his/her feelings about himself and how he relates to others structurally and dynamically. The intention is to develop the person as an OK person who deals with others, typically, at an adult level and owning feelings and behavior by helping the individual see the errors he makes in interacting with others.

THE RESEARCH

The most comprehensive use and evaluation of TA in schools was undertaken in Little Rock, Arkansas, beginning in 1972 (Hesterly, 1974). A ten hour introductory course was offered to one-hundred-twenty teachers during the summer. During the regular school year, the course was shortened to eight hours and offered on Saturdays in November, January, and April. Following the introductory courses, semester courses were offered for teachers who wanted to learn more about using TA in their classrooms. Consultants were available on a minimum of one-half day per week to 22 of the 33 schools in the Little Rock School District. By the end of their program in 1973, 544 educators had completed the introductory course and 205 had completed the semester course, with 45 of the first semester students continuing for an additional semester of study. By the beginning of 1975, about two-thirds of the teachers' staff, 888 teachers, plus all school principals, most administrative staff members, and several school board members had completed the introductory course. Approximately 674 teachers attended semester courses and TA was taught to more than 4000 students. Parents were trained as group leaders and conducted study groups for 313 parents in 1974 and more than 800 by the end of the 1974-5 school year. Evaluation of the program was conducted by inferential measures and quasi-experimental designs.

Teacher absences due to personal illness and/or family illness ranged from 5.8 days per teacher in 1968-69 to 8.8 days per teacher in 1974-75. During the 1973-74 year a decline of almost one day per teacher and a total decrease of more than one thousand (1000) days were noted, but the following year the upward trend resumed.

Although a drop in school suspension was predicted for the 1974-75 school year (figures unavailable) after increasing from 75 per 1000 students in 1968-69 to 260 per 1000 in 1973-74, the anticipated drop was not attributed to the program but rather to other measures initiated by the administration.

A decline in admissions of school-age children to out-patient clinics in the Little Rock-North Little Rock catchment area was noted at the same time that admissions from other parts of the state continued to increase. This was related to the fact that more children were treated in the schools.

A survey of principals during May, 1974, clearly indicated that the consultants have been accepted and considered valuable by the group. Two questions seem to reflect their results:

a. How would you describe your consultant's contribution to your school program?

slight (8%) moderate (22%) considerable (70%)

b. How much consultation time would you like next year?

more (83%) same (13%) less (4%)

Although admittedly not only attributable to the TA program, gains in achievement scores were noted. There were slight but not statistically significant increases in the Metropolitan Achievement Test and SRA Assessment Surveys in the earlier grades.

As part of the same research, other outcome measures were collected for the purpose of investigating the effects of learning about TA upon the attitudes and teaching behavior of educators. Fifty teachers were tested during the first hour of the introductory workshop and re-tested during the last two weeks of their semester study groups in TA. The Research Orientation Inventory, designed to reflect degrees of self-actualization, was used. Nine of the twelve scores changed significantly in the desired direction, and in seven instances, these changes resulted in the mean scores moving up into the ideal range.

The second study was to determine any changes in the verbal behavior of teachers and students related to teacher training in TA. Twenty-five teachers who enrolled in semester study groups and who taught in the secondary schools were selected randomly from a pool of approximately 65. Another 25 teachers were randomly chosen to serve as controls from among the secondary teachers in the district who had never enrolled in a TA course. All 50 teachers were asked to make a 45 minute tape recording of one of their classes during the first three weeks of school. This procedure was repeated during the last month of the semester. Samples from each of these tapes were rated by trained raters of known reliability in the use of Fladers' technique for rating verbal interaction in the classroom. Due to spoiled tapes, equipment failure, lost tapes, lack of cooperation, illnesses, and other circumstances, the sample size decreased to 17 experimental and 8 control subjects. Although the decreased sample size makes conclusions risky, the trends are noted.

The experimental group gave more praise after completing the TA training, while the control group gave less praise at the time of the second rating. The experimental group also gave more criticism while the controls gave less. Both groups lectured less during the second rating, with the controls decreasing about equally with the experimental group. The control group students almost doubled their responses to teacher-talk, while the experimental group increased in this category only about 14%. On the other hand, the students of the teachers in the experimental group increased 140% in spontaneous pupil-initiated talk and the times of silence-or-confusion decreased by 19%, while the students of the control group teachers did not change in either category.

The other studies investigated were not as elaborate as the Little Rock program and most made no effort to alter teacher behavior and their interaction with students. Typically, an outside consultant was used to help students. Garrison and Fischer (1978), selected students from a third and sixth grade class at one elementary school. One section at each grade served as experimental group and one as control. Students were administered a pre and post sociometric test. The program consisted of 12 group sessions which were held over a week in the classroom for a total of 45 minutes per meeting. Each session included a brief lecture followed by group discussion, role playing, and role training exercises. Hotellings T2 was computed to test the difference between groups. No significant differences were noted for grade three students but gains for sixth graders in sociometric status were reported as significant at the .10 level. This level is not acceptable in terms of current research standards to reject the null hypothesis. Anecdotal changes were noted in the increased use of all ego states to solve conflicts and to relate to others. Also, there was an increase in positive strokes given among students and teachers, and contracts were made with one another to change specific behaviors.

Smith (1977) selected 30, four and five-year-olds enrolled in Tyler, Texas day care facilities categorized by a researcher - designed measure as falling within an overadapted group. No control group was used. The subjects were given training over a five week period in a form of TA for youngsters known as TOT - PAC. Subjects were administered the same instruction following treatments. Unfortunately, no statistical measures were utilized to assess the degree of change; however, 20 out of the 30 subjects demonstrated "less adaptive or more spontaneous behavior."

Amundson (1976) randomly assigned 30 elementary teachers in grades three to six from nine public schools in Edmonton, Canada to one of two groups. Group one used the Transactional Analysis with Children (TAC) program during the first month with their students while group two waited until the second month before starting the program. Evaluation was conducted at the beginning of the program, after one month, and after two months.

One aspect of evaluation was a rating by the author, outside evaluators, teachers and students along a five point scale (poor to excellent) assessing three dimensions of lesson content, approach used in presenting the material, and program objectives. The second form of evaluation used formal measures to test the hypotheses that there would be increases in the children's level of internal locus of control, self esteem, and peer acceptance as a result of their participation in the program. Amundson used the Nowicki-Strickland Locus of Control Scale for Children, the Coopersmith Self Esteem Inventory, and the Brown and MacDougall Peer Acceptance Index to assess these traits.

Although not statistically analyzed, the general ratings of teachers and students is reported by Amundson to be very positive. The program was

162

De Santis (1975) examined the effects of a TA program on self concept, locus of control and behavior in suspended high school students. This study sought to demonstrate that Transactional Analysis can be used in the school curriculum to help suspended adolescents, and lends itself to meaningful assessment.

The subjects were 60 high school boys and girls aged 14 to 19 years. Two groups of 30 were randomly assigned from 88 suspended students who returned for the 1974-1975 school year. The design used was a randomized post-test only control group design taken from Campbell and Stanley.

The treatment consisted of a course in Transactional Analysis for the experimental group using the lecture discussion method for five 50 minute periods a week for 10 weeks. The text, *Born to Win*, by James and Jongeward was used as the content material for the course.

At the termination of the experimental treatment, subjects were administered the Tennessee Self-Concept Scale and the Rotter Internal-External Locus of Control Scale. In addition, behavioral measurements including number of times suspended, number of days suspended, number of days truant, and number of days legally absent from school were obtained from the school's State records.

A profile analysis of variance for repeated measures statistical design with one between subjects factor having two levels and one within-subjects factor having six levels was used to analyze the data. The Geisser-Greenhouse Univariate Conservative F Test was used to correct for repeated measurement within this design. The Bonferroni t-Tests were used to test specific hypothesis.

The study concluded that Transactional Analysis is a testable model which is clearly defined and systematic in approach. Significant effects f Transactional Analysis on truancy and suspensions in high school students was demonstrated. The Transactional Analysis course was found to reduce suspensions (both number and duration) as well as excused absences.

Sallander (1975) examined the effects of lessons based on TA given to fifth grade pupils. The purpose of this study was to determine if differences existed between fifth-grade pupils who were and fifth-grade pupils who were not given lessons based on transactional analysis. Null hypotheses were postulated for treatment, sex, and ethnicity. Differences were measured in terms of locus of control, attitude, and self-concept. The data were analyzed by multi and univariate methods. A fourth hypothesis postulated no differences between teachers as measured by a personal orientation inventory, age, education, and professional experience. Teacher data were studied by the Fisher exact probabilities test. The study, conducted in the Los Angeles Unified School District during 1974-1975, involved 375 pupils in fourteen classrooms and seven schools.

The findings were such that the null hypotheses were rejected for treatment, sex, and ethnicity. Multivariate and univariate F values for main effects were significant at the .05 level. Differences favored the experimental group. The null hypothesis was not rejected for interactions of pupil variables or for the variables associated with teachers.

Copeland (1975) examined the effects of TA training on seventh grade students. The need for affective education, which is psychological in nature and can take place in the regular classroom, has been expressed by many authors in the fields of psychology and counseling. However, research on affective education in the regular classroom has been limited mostly to the areas of career education and drug abuse prevention. Little research has dealt with curriculum designed to enhance self-awareness, self-concept, and interpersonal communication. The purpose of this study was to investigate if the psychological concepts of T.A., Structural Analysis, the Basic Life Position for most people, and Recognition Hunger described by Eric Berne in his theory of TA, would effectively serve as content for such psychological curriculum. Two possible results of TA were measured, the effect on self-concept, and the effect on the use of Adult statements.

In the spring of 1975, homerooms of seventh grade students at two junior high schools in West Orange-Cove Consolidated School District were randomly selected and assigned to six experimental and six control groups. The teachers of the six experimental groups received six hours of training to teach the curriculum. The six experimental homerooms received training in TA twice each week, for three weeks.

One dependent variable was the pre- to posttest change scores on the Tennessee Self-Concept Scale (TSCS). The other dependent variable was the pre- to posttest change scores on the Transactional Analysis Ego State Scale (TAESS). A one-way analysis of variance was used to determine if there were significant differences between the change scores of the experimental and control groups. The results indicated no significant results on either of the dependent variables.

Significant results in the expected directions were obtained on the Rebel Child Scale and on the Nurturing Parent Scale of the Transactional Analysis Ego State Scale, demonstrating that seventh grade students chose fewer Rebel Child responses and more Nurturing Parent responses.

Amundson (1975) modified the TA program by presenting it in a briefer time period, increased his use of art and role playing to communicate ideas, and included the concepts of Nurturing Parent and Natural Child when presenting the material over a six-week period. He used as his subjects a group of fourth grade students.

Subjects were pre- and posttested on the Nowicki and Strickland I-E Scale measuring internal-external locus of control and the Coopersmith Self-Esteem Inventory. He hypothesized a shift toward the internal locus of control and increased self-esteem.

Amundson used a t-test to compare means on both measures. Significance at the .02 level was shown for the I-E Scale and at the .008 level for the Self-Esteem Inventory.

Three studies were identified in the Transactional Analysis Journal, but did not contain traditional statistical analyses. Ernest (1971) and Henderson (1978) used TA with a learning disabled population. Both authors observed that avoidance behavior toward academic materials decreased and more appropriate social interaction in group behaviors increased. The academic subject that appeared to have received the most favorable attitudinal change was reading, specifically behavior and performance in a group reading activity.

Peterson (1978) also noted the improvement in group reading activity performance in a normal population after a three month TA therapeutic technique was used. Another finding reported by Peterson was that students became more aware of the needs of others and were more tolerant of fellow students' opinions.

SUMMARY

Transactional Analysis offers an approach rooted in a theory for the development of personality and the development of inappropriate behavior. The tenets of the theory are testable, and as indicated by the studies reviewed, the research has progressed to begin to form a systematic body of literature. Since the focus is in interactions, the research reviewed offers more behavioral evidence that has been noted for other models. However, the major and massive study by Hesterly (1974) is not convincing. Yet, again the research generally indicates possible changes in teachers understanding of their interactions with children.

A major problem in the review was the unavailability of certain dissertations because of delays caused by a variety of factors. The dissertations appeared well designed, using the abstracts as an indication. T.A. offers good possibilities for further research and since the movement publishes its own journal, this is to be expected. For the time being, however, the efficacy of the approach for training teachers to reduce school alienation and improve discipline has yet to be proven. Like the other approaches reviewed, something good appears to be happening in terms of attitudes and teaching behaviors, but evidence using behavioral data on children is still lacking.

Table 7

Summary of Research on Transactional Analysis

Name and Location	Subjects	Design and Measures	Statistics	Results
Amundson (1976) Edmonton, Canada	30 teachers, grades 3-6	group one used TAC program during first month group two commenced during second month ratings by author, outside evaluators, teachers, and students Nowicki-Strickland Locus of Control Scale for Children Coopersmith Self Esteem Inventory Brown and MacDougall Peer Acceptance Index	5-point rating scale (1 poor 5 excellent) two-way analysis of variance with repeated measures	overall rating 4.2 by teachers and 4.1 by students sig. at .001 level showed increase self esteem and peer acceptance Non-sig. at .07 level for locus of control
Harbin (1975) SC		Transactional Analysis Test	Analysis of variance	no sig. difference in groups on treatment wit TA Sig interaction and type of test exp. subjects had fewer parent ego state responses and sig. more adult ego responses sig. less classtime spent with teacher initiat talk and more with student initiated talk
DeSantis (1975) GA	60 High Sch. boys and girls Ages 14 to 19 years	2 groups of 30 randomly assigned from 88 suspended students-exp. group received TA course Randomized post test only control group design Tennessee Self-Concept Scale Rotter Internal-External Loc[illegible] of Control Scale	Analysis of variance with repeated measures corrected by Geisser-Greenhouse Univariate Conservative F test Bonferroni t-tests	TA course sig. reduced suspensions (both numbe and duration), truancy, and excused absences

Name and Location	Subjects	Design and Measures	Statistics	Results
		Behavioral Measurements (number of times suspended, number of days suspended, number of days truant, number of days legally absent from school)		
Hesterly (1974) Little Rock, AR	50 teachers	pretest/post test Research Orientation Inventory		9 of 12 scores changed significantly in desir direction 7 of the 9 scores moved to the ideal range
	50 secondary school teachers (reduced to 17 by attrition)	pretest/post test control group design Flanders Interaction Analysis of audio tapes of a 45 minute lesson at the beginning of semester and following a course in TA		more praise and criticism given by experiment group 140% increase in pupil initiated talk in expe mental group, 19% decrease in silence or cor fusion no change in control group
Garrison and Fisher (1978)	3rd and 6th grade students	pre and post test test control group design experimental group received sessions on TA sociometric test used	Hotellings T2	gain in sociometric status for 6th graders significant (?) at .10 level
Smith (1977) Tyler, TX	3, 4 and 5 year olds falling into an over-adapted group on a researcher-design measure	pretest/post test	none	20 of 30 Students demonstrated "less adaptiv or more spontaneous behavior"

Name and Location	Subjects	Design and Measures	Statistics	Results
Sallander (1975) Los Angeles	357 5th grade pupils in 14 classrooms and 7 schools	Half of students were given lessons based on TA Treatment measured in terms of locus of control, attitude, and self-concept. Null hypothesis postulated for treatment, sex, and ethnicity Null hypothesis for no difference between teachers as measured by a personal orientation inventory, age, education, and professional experience	Univariate and Multi-variate measures Teacher data studied by Fisher exact probabilities test	Null hypothesis rejected for treatment, sex, and ethnicity Sig. main effect at .05 level Null hypotheses not rejected for interactions of pupil variables or for teacher variables
Copeland (1975) TX	12 seventh grade classes at 2 junior high schools	Teachers in six classes received instruction in teaching TA curriculum Classes received TA training twice a week for 3 weeks Tennessee Self Concept Scale Transactional Analysis Ego State Scale (TAESS)	One way analysis of variance	No sig. results in either DV Sig. results on Rebel Child Scale and Nurturin Parent Scale on TAESS. shows that exp. Ss chose fewer Rebel child responses and more nurturing parent responses
Amundson (1975)	4th grade students	19 students presented TA material over a six week period Nowicki-Strickland I-E Scale Coopersmith Self Esteem Inventory	t-test	.02 level of sig. for I-E scale .008 level of sig. for self-esteem inventory

Name and Location	Subjects	Design and Measures	Statistics	Results
Ernest (1971) Henderson (1978)	learning disabled students			Avoidance behavior toward academic materials decreased Appropriate social interaction in group behavior increased.
Peterson (1978)	normal population	3 month TA therapeutic technique		Improvement in group reading activity performance Students became more aware of needs of others and more tolerant of fellow students' opinio

REFERENCES

Amundson, N. E., TA with elementary school children: a pilot study, Transactional Analysis Journal, 5:3, July, 1975, 250-251.

Amundson, N. E., Transactional Analysis with children, Vancouver, British Columbia, 1976.

Berne, E., Games People Play. New York: Grove Press, 1969.

Berne, E., Principles of Group Treatment. New York: Grove Press, 1966.

Berne, E., Transactional Analysis in Psychotherapy. New York: Grove Press, 1961.

Copeland, P. S., Affective education: effects of transactional analysis training on seventh grade students, Texas A & M University, 1975.

De Santis, J. F., The effects of transactional analysis on self-concept lows of control, and behavior in suspended high school students, Georgia State University, 1975.

Ernest, J. L., Using transactional analysis in a high school learning disabilities group, Transactional Analysis Journal, 1:4, 1971, 209-214.

Garrison, C. and Fischer, R., Introducing TA in the public school system. Transactional Analysis Journal, 8:3, July, 1978, 240-242.

Halst, A. W., Educational climate: a prime responsibility of the school administrator, Clearing House, 48, November, 1973, 168-171.

Hannaford, M. J., A TA approach to teacher group counseling, Elementary School Guidance and Counseling, October, 1974, 6-13.

Harbin, S. L., The effects of a teacher workshop in transactional analysis on teacher flexibility in thinking, locus of control, flexibility in use of ego states, and on teacher-pupil interactions, University of South Carolina, 1975.

Hardy, C. A., Transactional analysis and the classroom teacher, Contemporary Education, 45, Winter, 1974, 121-124.

Harris, T. A., Basic terms and concepts and making your classroom ok, The Instructor, 82, May, 34-40.

Harris, T., I'm OK - You're OK. New York: Harper & Rowe, 1969.

Henderson, A., Transactional analysis in the learning disability clinic, Transactional Analysis Journal, 8:3, 1978, 243-245.

Hesterly, S. O., The leaders guide to the parent package, a TA program for parents of winners, Little Rock, Arkansas, 1974.

Hesterly, S. O., The parent package, a TA program for parents of winners, Little Rock, Arkansas, 1974.

Hesterly, S. O., et al., *How to use transactional analysis in the public schools*, Little Rock, Arkansas, 1974.

Kravas, K. J., Kravas, C. H., Transactional analysis for classroom management, *Phi Delta Kappan*, 56, November, 1974, 194-197.

Peterson, E., A new approach to an ok classroom, *Transactional Analysis Journal*, 8:2, April, 1978, 182-183.

Sallander, R. L., The "ok" classroom: some effects of lessons in transactional analysis in the fifth grade, Brigham Young University, 1975.

Sims, Ward L., An ok science teacher, *Science and Children*, 1974, 17-20.

Smith, B. J., Can a transactional analysis-related program be used to increase spontaneity in day care children? Texas Eastern University, May, 1977.

TEACHER EFFECTIVENESS TRAINING -
AN ECLECTIC ECOLOGICAL APPROACH

The Effectiveness Training Program pioneered by Thomas Gordon may well be one of the most widely utilized approaches to changing behavior of parents, teachers, and children. In reviewing Gordon's writings it appears that he, like Glasser, has evolved a series of pragmatic approaches to help parents and teachers. However, he appears to believe that behavior is learned and that it is passed from one generation to each succeeding generation. The induction process is modeling, which might place Gordon's approach within a Behavioral Model. However, he also borrows from almost all other schools, especially the Humanistic-Alternative Model in terms of the stress on communication. His approach may also be considered ecological, since his process includes evaluating and changing the system. Because Gordon borrows techniques from so many sources, his approach is atheoretical, even though he starts with the basic assumption of learned behavior. However, Gordon does not focus on the past, but rather emphasizes techniques to change current functioning.

An evaluation of the T.E.T. program suggests that there are six basic conceptual strategies that form the underpinnings of the program. These conceptual strategies are operationalized below from Gordon's descriptions which are sometimes vague. The techniques described for implementing the strategies follow each statement about the stratagy.

1. Conceptual Strategy: Owning the Problem

- Teachers can be taught to differentiate between those situations in which the student is making it difficult to meet his/her own needs as a person, separate from the teacher, and those situations in which the student is making it difficult for the teacher to meet his/her own needs. Behaviors that interfere with teachers meeting their needs, or cause them to feel frustrated, upset, irritated, angry, and so on, cause the teacher a problem. When the behavior of a student is unacceptable, the teacher experiences difficulty. If the student were to reveal to a teacher that he/she is angry and disappointed because his/her mother will not let he/she go out of town with a group of friends, this student would be experiencing a problem in his/her own life, quite separate from the teacher's life. It seems reasonable that teachers be able to distinguish between those problems students have in their lives which cause them difficulty, separate from the teacher, and those which have a tangible and concrete effect on the teacher by interfering with the teacher's needs.

Technique In Implementing Owning the Problem: Use of I-Messages

The following is based on an analysis by Carducci (1975, pp. 9-11). Gordon hypothesizes that when students feel over-controlled or ordered to change, resistance to behavior change is more apt to occur. According to Gordon, the use of verbal commands by a teacher provokes resistance. In the following example, the teacher commands a student to change his behavior. "John, you are being ill-mannered by getting out of your seat. Sit down." For a number of reasons, the classroom teacher is increasing the likelihood of encountering resistance from John. The teacher is labeling him as "ill-mannered," embarrassing him in front of his peers, and taking control of his behavior by ordering him to sit down. In T.E.T. language, this mode of verbal response is know as a You-Message.

As a positive alternative to the You-Message, Gordon suggests the use of the I-Message. The I-Message contains three elements by which the classroom teacher's understanding of who owns the problem can be assessed.

1. A description by the classroom teacher of the student's unacceptable behavior.
2. An expression of the teacher's feelings in reaction to the student's unacceptable behavior.
3. An explanation of how the student's behavior interferes with the teacher's ability to answer his/her own needs.

Example: "John, (1) when you get out of your seat (2) I feel frustrated (3) because I cannot concentrate on teaching.

The I-Message can also be used to reinforce appropriate behavior.

Example: "John, (1) when you remain in your seat (2), I appreciate it (3), because it makes my job as a teacher much easier."

While I-Messages can be expected to produce less defensiveness than You-Messages, no one actually welcomes hearing that his/her behavior is causing another a problem. This is irrespective of the skill with which the message is phrased and delivered. The student's response, frequently, will be a clue indicating that the teacher, by confronting the student, has now caused the student a problem. The student now owns the problem.

2. Conceptual Strategy: Active Listening

It is possible for teachers, by their words, to demonstrate inner feelings of acceptance toward their students. This is known as "active listening" or "reflecting feelings." This concept was developed by Carl Rogers and other client-centered therapists. This approach stresses the use of empathic "open-ended questions." Shifting from confrontation to active listening helps the student to deal with his/her newly created problem. It also demonstrates the teacher's understanding and acceptance of the student's reactions.

Technique for Implementing Active Listening

This involves the following set of basic attitudes.

1. A teacher must want to hear what a student has to say. This means a willingness to take the time to listen. If a teacher does not have the time, the teacher need only say so.

2. The teacher must genuinely want to be helpful to a student with his/her particular problem. If the teacher does not want to be helpful, the teacher should wait until he/she is ready to be helpful.

3. The teacher must be able to accept a student's feelings. While the teacher may not agree with the correctness of the feeling they must still be accepted as genuine and valid to the student.

4. A teacher must have a deep feeling of trust in a student's capacity to handle his/her feelings and to find solutions to his/her own problems.

5. A teacher must appreciate that feelings are transitory, and therefore are subject to change. Consequently, one need not be afraid of expressed feelings since they will not become forever fixed inside the student.

6. The teacher must learn to be able to see a student as a separate individual having his/her own life and identity.

3. Conceptual Strategy: Modify the Classroon Environment to Prevent Problems

By appropriately modifying the classroom environment, many unacceptable behaviors of students are less likely to occur. This means confronting the physical and psychological characteristics of the classroom, rather than the student, in order to prevent problems.

Technique: Teachers are given training in the following specific classroom environmental modifications:

1. enriching the environment
2. impoverishing the environment
3. restricting the environment
4. enlarging the environment
5. rearranging the environment
6. simplifying the environment
7. systematizing the environment
8. planning ahead to handle commonly faced problems and by sharing these plans

181

4. Conceptual Strategy: Brainstorming

By brainstorming, teachers are able to generate new and creative ideas in regard to problem solving, as well as modifying the classroom environment to prevent problems.

Technique: Teachers are given skill training and practice in creative brainstorming utilizing the following guidelines:

1. Select a place where outside interference will be at a minimum, a place where concentration is easy.
2. Decide what the specific problem is, e.g., "How can we improve the handling and storage of classroom materials?"
3. Select a time for the brainstorming session.
4. Tape-record or write down all ideas generated.
5. Quantity, not quality, is desired, so teachers are encouraged to get out as many ideas as possible.
6. Teacher's are encouraged to use the "blue skies" approach, rather than to limit their thinking to practical, pragmatic or rational ideas.
7. No evaluations are permitted at this point. Evaluations will come after all ideas are generated, not during the process.
8. Teachers are helped to shift their frame of reference from time to time, e.g., "How would a student solve this? How about an expert?"

5. Conceptual Strategy: No-Lose Method of Conflict Resolution

The necessity of a teacher using power to force submission on the part of students can be eliminated when teacher and students mutually

182

search for a solution that will be acceptable to both. This non-power or no-lose method of resolving conflicts teaches that cooperation, not competition, solves problems best. Moreover, Gordon posits that students' commitment to behavioral change is most powerful when they feel it is their own idea or when they have taken part in a negotiation process which considers their needs.

Technique: The no-lose method of resolving conflicts is based upon the six-step problem-solving process proposed by John Dewey. While Dewey was applying the scientific method to the way an individual solves problems in his/her life, teachers are taught to further apply it to problem solving between individuals and groups. The six separate steps are:

1. defining the problem
2. generating possible solutions
3. evaluating the solutions
4. deciding which solution is the best
5. determining how to implement the decision
6. assessing how well the solution solved the problem

6. Conceptual Strategy: Influencing Skills

This approach is difficult to conceptualize as a specific strategy. The approach is to help teachers learn the following:

1. how to become effective consultants to students on the matter of values
2. how to model what they value
3. how to modify themselves to become more effective
4. how to find the serenity to accept what cannot be changed

In summary, this is a rather eclectic program which might best fit under the Eclectic-Ecological Model. Of the programs reviewed, it is one of the most widely used.

RESEARCH

Close examination of the T.E.T. approach indicates that the program postulates very complex behavioral goals. There are a limited number of outcome studies on this program, (Carducci, 1975; Dillard, 1974; Aspy, 1977; Duncan, 1975; Fine, 1975). The current evaluations, however, are not sufficient to draw major conclusions about the program design for long-range behavioral goals. It is a frequent occurrence for participants in a program to be subjectively convinced that the program had an impact without sufficient empirical data. It is possible either that the wrong things have been measured in the evaluation or the right things have not been sufficiently measured.

Carducci (1975) conducted a study of the effectiveness of the use of I-Messages, one element proposed by T.E.T., in comparison with the commands in the control of disruptive classroom behavior. Results indicated that "commands" increased disruptive classroom behavior (both verbal and non-verbal) while "I-Messages" reduced disruptive behavior. This study used children's behavior as the dependent variable.

The impact of the T.E.T. on twelve social studies teachers from two suburban schools was measured by Cleveland (1973) using the following instruments: Schuman Student-Centeredness Scale, A Modified Science Activity Check List, Barrett-Lennard Relationship Inventory, audio-taped observations, taped interviews, biographical information on each teacher, researcher observation and perceptions. An analysis of the results suggests that the tests were reasonably reliable. However, the results were probably contaminated by uncontrolled variables. Anecdotal material, however, indicated that change occurred for three out of five teachers, resulting in (a) student participation in classroom rule setting, (b) more student contribution to planning what and how subject matter would be learned, (c) more student-centered classroom discussions, (d) more student-directed learning projects, (e) teacher more willing to encourage the development of self-control and encourage students to find and deal with their own problems, (f) conflict resolution more often through mutual problem solving, (g) modification of the classroom environment to prevent unacceptable behavior, (h) more empathic understanding and level of regard, (i) unconditionality of regard, (j) and congruence. The difference between objective and subjective data reflects the frequently appearing halo effect noted in many of the studies reviewed.

In an investigation of the effects of T.E.T. on the types of verbal responses and attitude change of pre-service teachers, Dillard (1974) studied twenty-five graduate students in education at George Peabody College. He used the Minnesota Teacher Attitude Inventory, pre and post written responses to simulated problem situations, and twelve five-minute audio tapes of problem-centered discussion with a student. Results indicated that as a function of T.E.T., pre-service teachers responded to problem messages from students with fewer non-facilitative responses, and used more facilitative responses to problems. This suggested that teachers could be trained in relatively short periods of time to function at significantly higher levels on dimensions which have been shown in earlier research to be related to constructive gains in helping relationships and in teaching.

In a study of the humanizing effects of an inservice T.E.T. program, Duncan (1975) assigned thirty elementary and thirty secondary teachers randomly to either the training (T.E.T.) or the control group. Subjects were pre and post tested using a Classroom Observation Scale and a Teacher Questionnaire. Results from the pre test revealed no differences between training and control group. However, there was a significant difference between the pre-test scores of the elementary and secondary teachers. An analysis of the gain scores showed a significant gain in humanistic qualities as defined in this study for the entire group of teachers. However, the data indicated that the secondary teachers reacted significantly different when compared to the elementary teachers. Unfortunately, the meaning of this difference is not clear since this summary is based on literature provided by the Effectiveness Training Corporation and the dissertation had not arrived as this is being written.

Fine (1975) investigated the effects of an interpersonal skill training program on affective interpersonal behaviors of fifty-three student teachers. Instruments used were: Childrearing Philosophy Preference Instrument, Standard Stimulus Statements (scored for communicating understanding, empathy messages, congruence and self-disclosure), Standard Stimulus Situations (scored for problem-solving procedures), and Student Teacher Performance Scale. Results indicated that T.E.T. improved student teacher's (1) core condition skills (congruence, empathy, respect) necessary to establish rapport between teacher and pupils, confirming previous research findings that understanding skills can be taught in a relatively short training period, (2) affective initiating skills, (3) facilitative communication skills and (4) ability to employ democratic problem-solving procedures. This was a well designed study which unfortunately used student teachers who have a strong investment in behaving as they are required. A further limitation is the lack of actual classroom student-teacher interaction measures. Also, the training was done by the investigator.

Research by Aspy (1977) on the effectiveness of the T.E.T. program in the Newport News, Virginia School System indicated a change in teachers' classroom behavior as well as improved academic performance by their students. Using Flanders Interaction Analysis, teachers scored above the national mean established by the National Consortium for Humanizing Education. Using SRA and Gates-McGinitie test materials, significant gains in math and verbal skills, were demonstrated by 49 sixth and seventh graders. Seventy-four eighth and ninth grade students showed gains in reading, while an additional fifty-eight ninth graders demonstrated improvement in math. Overall absenteeism among students also decreased during this period. Unfortunately, the control group apparently received nothing and therefore the Hawthorne Effect must be considered.

In a study conducted at Father Flanagan's Boys Home, Galloway, Thorton, and Evans (1976) investigated the relationship between a "teacher-advisor" educational program and students' attitudes toward school and toward classroom climates. The Teacher-Advisory Training Program (T.A.T.) and T.E.T. program were investigated. A group of twenty-seven volunteer teachers, para-professionals, and administrators were randomly divided into three equal groups: one-third received T.E.T; another third received T.A.T.; and the final third received no training. Data were collected from teachers and students with the Classroom Environment Index and the Tennessee Self-Concept Scale. Results indicated that T.E.T. and T.A.T. groups exhibited less defensiveness in reporting their self-concept than the control group. The results also supported the hypothesis that interpersonal training designed specifically to promote teacher-student interaction effects student self-concept and student attitude toward classroom climate, as well as having behavioral ramifications on grade point average and absentee rate. Although it was found that changes in self-concept are difficult to accomplish, positive results did occur when teachers participated in training designed to promote teacher-student interaction.

Several of the above-mentioned studies report that program participants indicate very positive gains as a result of T.E.T. training; however, such reports assessed only partial segments of the T.E.T. program (Carducci, 1975; Cleveland, 1973; Dillard, 1974; Fine, 1975; Aspy, 1977). It is also not clear from some of these studies whether or not teacher participants assimilating new skills and attitudes can successfully operationalize them when not in the facilitative course environment. It is also not established that students actually do respond differently to teachers using these skills than to teachers not using them (Cleveland, 1973; Dillard, 1974; Duncan, 1975; Fine, 1975). Table 8 presents a summary of the research identified in relation to T.E.T. As mentioned previously, a few of the summaries are based only on data sent us by Effectiveness Training Associates and although original reports were ordered, they were not available at the time the paper was written.

In addition to the major studies reviewed above, there were many testimonials provided by Effectiveness Training Associates. They have a well developed research thrust and view their program as being related to the goals of humanizing and democratizing child rearing and schooling. Their tests and measurements library provides a wide variety of instruments well known to researchers in child development. It includes the Parent Attitude Research Inventory (PARI), the Sears Self Concept Scale, and the Rokeach Dogmatism Scale.

As mentioned previously, the research on the program needs to spell out clearly and to be able to replicate each of the major goals. The greatest general lack in the research reviewed was in the area of behavioral observations. Further, there is a need for multivariate studies of outcome because of the complex nature of this approach. Finally, none of the studies used comparison groups receiving some other type of training. This is a serious flaw since one might conclude that anything is better than nothing to improve education.

Table 8

Summary of Research on Teacher Effectiveness Training

Name and Location	Subjects	Design and Measures	Statistics	Results
Aspy, D. Newport News, Virginia School System 1977	569 teachers and their students	pre and post testing academic areas	t test	significant increase in math and verbal
		Gates-McGinitie	t test	significant increase in reading
		SRA math test	t test	significant increase in math
		pre and post observation	no statistic	30% decrease in absenteeism
		pre and post testing in Discrimination and Communication skills	t test	significant increase in identifying interchangeable interpersonal responses
		pre and post testing on attitude change	t test	not significant although 27% of teachers demonstrated a significant positive attitude change
		Flanders Interactional Analysis	t test	not significant but approached significance and was in expected direction
		Mean of Newport New teachers compared with National Consortium for Humanizing Education		
Carducci, Ronald University of Nevada	64- 5th grade public school students	pre and post test Classroom #1 ABAC reversal design A= Baseline		Disruptive student behavior (verbal outbursts and out of seat behavior) increased with Teach command messages and decreased with Teacher use of I-Messages.

ame and Location	Subjects	Design and Measures	Statistics	Results
975		B= Command C= I-Message condition Classroom #2 ACABC reversal sequence Classroom Observation shut you-Message Forms List of Words Describing Feelings I-Message Formula Card		
Cleveland, Bernard Fred Ohio State University 1973	12 Social Studies teachers randomly selected from suburban school settings	pre, post and post-post test design Schuman Student Centeredness Scale A Modified Science Activity Check List Barrett-Lennard Relationship Inventory Anecdotal information: audio-taped classroom observations. Taped interviews with treatment group biographical information on each teacher researcher observations and perceptions		Tests, while probably reliable, were invalid, and probably contaminated by uncontrolled variables. Anecdotal material indicated change occurred for three out of five teachers in every area.

Summary of T.E.T. Research

ame and Location	Subjects	Design and Measures	Statistics	Results
This is based on bstract of dis- ertation)				
illard, Jerry W. eorge Peabody ollege for eachers ennessee 974	25 graduate students at George Peabody College	pre and post written responses to simulated problem situations Minnesota Teacher Attitude Inventory (Cook, Leeds and Callis, 1951) twelve 5-minute audio tapes of a problem-centered discussion with a student	(Not available at time of this report)	Pre-service teachers responded to problem messages from students with fewer non-facilitative responses, and used more facilitative responses to problem messages.
(This is based on bstract of dis- sertation)				
Duncan, Richard Lee, Jr. Western Colorado University 1975	60 teachers (30 elementary and 30 secondary	pre and post test Classroom Observation Scale Teacher Questionnaire of Humanistic Qualities	ANOVA Data not available on observation scale	Analysis of gain scores showed a significant gain in humanistic qualities as defined in thi study for the entire group of teachers. Howev based on gain scores, secondary teachers react significantly different when compared to the elementary teachers. The elementary teachers group had gains which were not significantly different. The secondary group gains were significantly different at or above the .001 level. Teacher Questionnaire Significant Difference - A D [illegible]acher N S - Elementary Teacher

Name and Location	Subjects	Design and Measures	Statistics	Results
Fine, Virginia Owens University of Hawaii 1975	53 student teachers, volunteers from 400 student teachers at University of Hawaii, College of Education	pre and post test (1) Personality test (2) Childrearing Philosophy Preference Instrument (3) Pretest measures of Communication Skills pre and post test measures on nine variables: (4) related to listening skills (4) related to initiating affective measures (1) categorizing classroom problem solving methods	Analysis of variance on post test scores Chi-square analysis used to assess posttest categorical data Forced-choice rank data were subjected to computer program RANKO to determine significant differences in ranking and to graphically represent classroom emphasis	T.E.T. was effective in improving affective understanding skills; Subjects in experimental group scored significantly higher than Subject in control group on posttest measures of communicating affective understanding empathy, a respect. T.E.T. was effective in improving affective initiating skills. Subjects in experimental group scored significantly higher on posttest measures communicating affective messages of congruence and self-disclosure. T.E.T. was effective in improving facilitativ communication skills. Subjects in experimenta group produced significantly more facilitativ than non-facilitative responses on both communicating understanding of affective message Experimental Subjects used significantly more democratic procedures while controls used mor autocratic and laissez-faire methods.
Fine, Virginia Owens (Continued)				Experimental and control groups placed significantly more emphasis on teacher-pupil relationships than on subject matter content. Data failed to support that experimental Subjects put less emphasis on subject matter content than controls. Both groups demonstrated more interests in interpersonal relationships.

Name and Location	Subjects	Design and Measures	Statistics	Results
Galloway, Neil	27 volunteer teachers, para-professionals and administrators	pre and post test for 3 groups: T.E.T. T.A.T. Control		
Thorton, Billy W.				
Evans, Joseph H. Boys Town, Nebraska 1976	275 high school students	Classroom Environmental Scale (Stern and Walcer, 1971)	1-Way ANOVA	No significant difference
		Tennessee Self-Concept Scale (Frits, 1969) for students	1-Way CO-VARIANCE	No significant difference
		Tennessee Self-Concept Scale (Frits, 1969) for teachers	1-Way CO-VARIANCE	Significant difference (control group became more defensive)
		Grade Point Average	ANOVA	No significant results
		Absentee Rates		Lower for T.E.T. and T.A.T.
Miller, Ken Sweden 1977	Pre-school, elementary, secondary teachers of 4,000 pupils	Self-reports		

REFERENCES

Aspy, D. Newport News, Virginia, School District T.E.T. Evaluation. Newport News, Virginia: Newport News School District, 1977.

Barnes, B. Personal Communication to Effectiveness Training, Inc., June 7, 1976.

Carducci, R. *A Comparison of I-Messages with Commands in the Control of Disruptive Classroom Behavior*. Unpublished doctoral dissertation, University of Nevada, 1975.

Cleveland, B.F. *Measuring the Impact of Gordon's Teacher Effectiveness Training on the Types of Verbal Responses and Attitude Change of Pre-school Teachers*. Unpublished doctoral dissertation, Ohio State University, 1973.

Currey, C.K. Personal Communication, Effectiveness Training, Inc., November 9, 1976.

Dejarnett, E. Personal Communication, Effectiveness Training, Inc., November 9, 1976.

Dillard, J.W. *An Investigation of the Effects of Teacher Effectiveness Training on the Types of Verbal Responses and Attitude Change of Pre-service Teachers*. Unpublished doctoral dissertation, George Peabody College for Teachers, 1974.

Duncan, R.L., Jr. *A Study of the Humanizing Effects of an Inservice Teacher Effectiveness Training Program on Elementary and Secondary Teachers*. Unpublished doctoral dissertation, Western Colorado University, 1975.

Effectiveness Training, Inc., *A New Model for Humanizing Families and Schools*. Solana Beach, California.

Effectiveness Training, Inc., *Teacher Effectiveness Training: Information for Schools*. Solana Beach, California.

Effectiveness Training, Inc., *Evaluations Completed by Participants in Three Different "In-House" T.E.T. Instructor Training Workshops*. (Jackson, Mississippi (6), Newport News, Virginia (17) and Los Angeles Unified School District (18). Solana Beach, California, 1976.

Effectiveness Training, Inc., *Evaluations Completed by Twenty Participants of a T.E.T. Training Program in Livugskile, Sweden*. Solana Beach, California, 1977.

Effectiveness Training, Inc., *What in the World is Effectiveness Training*? Solana Beach, California.

Fine, V.O. *The Effects of an Interpersonal Skill Training Program Affective Interpersonal Behaviors of Student-Teachers*. Unpublished doctoral dissertation, University of Hawaii, 1975.

Flanders, N.A. Interaction analysis: A Technique for Quantifying Teacher Influence. In Clarizo, H., Craig, R., and Mehrens, W. (ed.) *Contemporary Issues in Educational Psychology*. Boston: Allyn and Bacon, Inc., 1970.

Flanders, N.A., and Simon, A. Teacher Effectiveness. In R.L. Ebel (ed.) *Encyclopedia of Educational Research*. (4th ed.) New York: Macmillian, 1969.

Galloway, N., Thorton, R.W., and Evans, J.H. *Student/Teacher Interaction As a Function of Teacher Training*. Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, April 1976. (ERIC Document Reproduction Service No. ED 124 525).

Gordon, T. *Parent Effectiveness Training*. Peter H. Wyden, Inc., New York, 1970.

Gordon, T. *Teacher Effectiveness Training*. New York, Peter Wyden, Publisher, 1974.

Greene, B. Personal Communication to Effectiveness Training, Inc., October 10, 1969.

Head, E. Personal Comment to Effectiveness Training, Inc., May 11, 1978.

Hough, J.B. and Amidon, E.J. Behavioral Change in Student Teachers. In E.J. Amidon and J.B. Hough (Eds.) *Interaction Analysis: Theory, Research and Application*. Reading, Massachusetts: Addison-Wesley, 1967, 307-314.

Lohman, E.E., Ober, R., and Hough, J.B. A Study of the Effect of Preservice Training in Teacher Interaction Analysis on the Verbal Behavioral of Student Teachers. In E.J. Amidon, and J.B. Hough (Eds.), *Interaction Analysis: Theory, Research and Application*. Reading, Massachusetts: Addison-Wesley, 1967, 346-359.

Los Angeles Unified School District, An Evaluation of Parent and Staff Inservice. Los Angeles, California. Los Angeles Unified School District and Research and Evaluation Branch (Title I).

Loumiet, G. Personal Communication to Effectiveness Training, Inc., April 23, 1975.

Peck, R.F. and Trucker, J.A. Research on Teacher Education. In R. Travers (Ed.), *Second Handbook of Research on Teaching*. Chicago: Rand McNally, 1973, 940-977.

Postman, N. T.E.T. Teacher Effectiveness Training by T. Gordon-Review. Psychology Today, 1975, *8*, 224.

Rhode, Fred, Jr. Personal Communication to Effectiveness Training, Inc., June 5, 1972.

Rice, K.B. Personal Communication to Effectiveness Training, Inc., April 6, 1976.

Saavedra, Carlos, Personal Communication, June 1, 1972.

Salmon, Paul B. Personal Communication to Effectiveness Training, Inc., October 14, 1969.

Sanchez, F.D. Personal Communication to Effectiveness Training, Inc., June 5, 1972.

Shaddock, J.D. Relative Effectiveness of Two Communication Teaching Models on Student Teacher Classroom Behavior. Doctoral dissertation (University of Mississippi, 1973). *Dissertation Abstracts International*.

Simon, A. The *Effects of Training Interaction Analysis on the Teaching Patterns of Student Teachers in Favored and Non-Favored Classes*. (Doctoral Dissertation, Temple University) Ann Arbor Michigan: University Microfilms, 1967, No. 67-6258.

Truax, C.B., and Tatum, C.R. An Extension From the Effective Psychotherapeutic Model to Constructive Personality Change in Pre-school Children. *Childhood Education*, 1966, 42-456-462.

SUMMARIES OF SELECTED PROGRAMS IN LARGE SCHOOL DISTRICTS

Fifty-two of the largest city districts in the U.S. were contacted by the National Center. Information regarding staff training which had been conducted in relation to school discipline and programs to decrease school alienation was requested.

The Buffalo Board of Education responded by sending copies of the Buffalo Board of Education's Policy on Pupil Behavior and the Attitudinal Study on the Buffalo Alternative-Satellite Program. The Policy on Pupil Behavior emphasized the efforts made by teachers and others to "identify cases of social and emotional maladjustment of pupils in the earliest stages" in order to provide appropriate treatment and prevent more serious problems. The Buffalo Alternative Program (BASP) is an individualized, educational program for Buffalo resident youth who are currently enrolled in or have left a secondary school before graduation. The primary goal is to aid students in developing and maintaining skills which will enable them to function effectively in school and society. Individual academic programs and vocational work-experiences were designed with each youngster's particular learning needs in mind. A questionnaire distributed to teachers, students and students' parents led to the conclusion that though the BASP was not "perfect," it had achieved its goals of meeting the academic needs of "high risk" students as well as providing them with necessary job experiences.

The Jefferson County Public Schools of Louisville, Kentucky sent summaries of a number of programs they had developed to prevent discipline problems. These included leadership training programs, crime prevention, drug education, and discipline management programs. In addition, a number of offices were established in which school police teams were employed. Campus monitors were used and tutoring programs were set up for pupils who had been referred to the probation department for truancy. Vocational-individual education services were also provided. In addition to the aforementioned plans, programs in the Community and Governmental Relations Division dealing with human relations, human development, achievement motivation and peer advisors were formulated. Finally, the special services division provided many consultation and counseling services through in-service programs and other within-school and outside resources. Reports included indicated that for the most part both teachers and parents were quite pleased with the outcome of these programs.

The San Diego City Schools sent us materials on their counseling centers, a Project Preventative Perspectives Evaluation for 1977-78 school year and a final report of a Joint Study on Discipline. The main goal of these programs in preventive guidance for all students in order to respond to the basic need for understanding, self relating to others, and planning for the future. The Project Preventative Perspective Evaluation was a report on a counseling program for students K-6. The results indicated that when a good leader was present the small discussion group format was the "best of all the activities conducted." In these groups problems were identified which might never have been focused on in the larger setting of the total classroom. The overall results indicated that the project was "successful." Finally, the report on discipline determined the types of problems encountered, a series of alternative solutions to discipline problems, and the rights and responsibilities of all personnel and students as related to discipline.

The Houston County Board of Education from Pary, Georgia enclosed information about Houston County's "Positive Alternatives to Student Dispersion Program" and a paper describing their in-service training program in the area of school discipline. The evaluation of the training program was not yet available. The purposes of their alternative school was to offer alternative educational opportunities to secondary students who had been suspended from school to help them acquire appropriate attitudes, values and skills, to prevent and resolve student behavior problems, and to provide staff development activities. The training program was designed to induce more "positive student involvement and better management procedures."

The Charlotte-Mechlenburg Schools in Charlotte, North Carolina sent copies of a Certification Form used by principals, superintendents, and department heads to indicate their review of revised discipline policy and regulations as well as a statement of the revised policy and regulations. The policy dealt with students', teachers', and principals' responsibilities and corrective actions by teachers and principals.

The Dallas Independent School District sent the following information regarding discipline, corporal punishment and alternatives: A project overview of a project entitled "Dissemination and Implementation of Alternative Modes of Discipline and Strategies for Reducing Disruptive Behavior in Schools," Volume II, Nos. 1 and 2 of alternative strategies, an overview of alternative programs established under the office of Student Services and Discipline, and the document that established the office (August, 1977), and an article on corporal punishment written by Deputy Assistant Superintendent, Dr. Rubey Morris. The objectives of the Dissemination Project were to establish and maintain a resource center for "alternative discipline books, audio-visual materials, journals, etc., publishing alternative techniques in book form and staff development." The article on corporal punishment extensively reviews the pros and cons of using corporal punishment in educational settings. The alternative strategies volumes include alternative schools or programs in school suspension programs or alternative programs, school-community relations strategies and/or programs, counseling strategies and/or programs, school-wide management strategies and classroom management strategies.

The State of Hawaii, Department of Education, Office of Instructional Services provided information on staff training. Two evaluation reports on workshops in guidance for school and staff included were "Approaches to Implementing Comprehensive Guidance Programs in the School," and "The Heart of Teaching" dealing with teachers' feelings in the affective dimension of teaching. A Foundation Guidance Program Guide for K-12 was also sent. The first workshop succeeded in "increasing knowledge of change processes and strategies" and improving skills while the second stimulated "self-reflection discussion and further study about the affective dimension of teaching." The activities which appear in the Foundation Guidance Program Guide are suggestions rather than prescriptions for dealing with personal, social, and educational development.

The Los Angeles Unified School District sent external and internal evaluations of their "Positive Approaches to Discipline Programs." They were rated "excellent" and evaluated as "most effective" in the following areas: enhancing self-image, acceptance of responsibility and "heightening awareness of behavioral options." The reports indicated that the discipline models provided enabled teachers to relate more effectively to students from diverse cultural and ethnic backgrounds. Other areas covered dealt with more specific problems such as student absenteeism and vandalism. Goals and short descriptions are included. A workshop entitled "Alternative/Positive Approaches to Discipline" was evaluated through the use of observation checklists and questionnaires. Another study included assessed the impact of two components of the in-service provided by the Positive Approaches to Student Discipline. The two components under study were Gordon's TET and Glasser's Education Training Center (ETC). The data used in the evaluation was derived from observations of teacher behavior. The results indicated that both the ETC and TET programs had impacts on teacher disciplinary behavior. TET produced changes in teacher's attitutes about discipline but less associated with change in disciplinary methods, while the ETC program resulted in some change in teachers' disciplinary methods but no teachers in ETC schools evidenced any attitude change in disciplinary behavior. In addition to this study, data was also sent on participants' ratings (Spring, 1977) of Glasser's, Gordon's and Palimare's workshops. A booklet entitled "Pupil Behavior -District-wide Committee Report" emphasizing establishing and maintaining standards of pupil behavior was also included.

The School District of Philadelphia sent "Discipline in the Philadelphia Public Schools - A Working Document," 1976. This booklet is considered a starting point in the development of Individual School Codes of Discipline. The contents range from administering actions, procedures in suspension, off-site alternative programs, and the rights and responsibilities of principals, teachers, students and parents concerning discipline. This particular publication's aim was to provide a document which contained all disciplinary policies and guidelines, suggestions for dealing with disruptive behavior, and strategies for dealing with overall problems of discipline.

INSERVICE TRAINING OF SCHOOL ADMINISTRATORS

The literature on effectiveness of inservice training of teachers in regard to discipline and student alienation certainly leaves much to be desired. However, there is at least a modest beginning of reasonable research which is of heuristic value. A search of the literature on effectiveness of training of school administrators reveals very little worth reporting of one's searching for studies which yield hard data. This is perhaps most difficult to obtain because of the complexity in defining outcome or product measures. It is infinitely complex because of the immense possible number of intervening variables which are probably at least double the amount which must be accounted for in studies of teacher training. Of all the studies reviewed in the previous sections, only a few mention the inclusion of administrators, and even those consider this inclusion peripheral and offer no data. Also, cross indexing inservice training of administrators with the other descriptors necessary in this study revealed very few intersects, and the resulting studies identified were of little use. While many articles report on the necessary attributes of principals and what must be done for training, none identified really helped in terms of data. We spoke with several experts in this area and were unable to reach others who might have helped. However, those we spoke with alluded to studies, but none turned up anything which really targeted our area of interest. Perhaps this is a result of the major emphases of the review which focused on the major training programs outlined in the contract. Perhaps we didn't reach the right experts who could help us or perhaps the useful data based reports are not properly indexed in the retrievals we used. However, from the information obtained, the current conclusion is that there is very little available.

Perhaps typical of the types of studies turned up was a report by Jerry Higley (1974) conducted for the National Institute of Education as part of a contract to the National Association of Elementary School Principals. This study reviews the major purposes of inservice training, the skills necessary for effective leadership, and other how-to-do-it types of information.

Rather than present a review of literature which is almost completely lacking in credibility in terms of data, it is perhaps better to merely indicate the need for the development of appropriate research. This is especially crucial, given the increasing perceived importance of administrators as suggested by the Safe Schools Study.

REFERENCES

Higley, J. Inservice training for staff and administrators, Arlington, Virginia: National Association of Secondary School Principals, 1974. (ERI/CEM: EA 005 881)

210

RECRUITMENT, SELECTION, AND RETENTION

Parts two and three of the work tasks required in the contract are related to the problems of recruitment, selection, and retention of school staff who can manage student conflict and alienation. Appendix C is a duplication of the printout indicating the various descriptors used to identify information in this area. The responses ranged from ten articles related to teacher selection to 41 under teacher recruitment as the major descriptors with appropriate intersects with the topics searched. A review of the material identified suggests an overwhelming lack of specific literature related to the topic of interest. It must be noted that several searches were used and of the material identified, much was considered by a consultant with expertise in the field. Despite this, no hard data related to the specific topic were identified. It is recognized that there must be information available, other than articles based on opinions of leaders in the field, but we were unable to successfully identify that material. Since this contract required analysis of effectiveness of programs, it was felt that an analysis and discussion of opinions would be prohibitive in view of the "cost overruns" experienced in the major task of the project.

At a later date, the project director will assign the material to a graduate student for exploration of possible research and an analysis based on descriptive material available. This will be, to some extent, dependent on funds to obtain the most promising papers already identified.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This report has presented a review of research on the effectiveness of inservice training and staffing to help schools manage student conflict and alienation. The results represent the first comprehensive search of this type known to the writers. Because of the potential value of the collection of information on school discipline, the National Center for the Study of Corporal Punishment and Alternatives in the Schools has expended additional funds to broaden the scope of what was originally to be a rather modest exploration of the literature through traditional sources. That search is continuing; however, it is clear that the major literature on efficacy has been sufficiently tapped within the formal context of the contract with the National Institute of Education.

While it is felt that the original intent of the contract has been met, it is important to note several limitations which have resulted from a perhaps unrealistic optimism on the part of the principal investigator. First, the startup date was unfortunate because it appeared too close to the summer. Because of the extensive nature of the review, a great deal of information was not available until after the major project staff had fulfilled their commitments. While the computer searches were very helpful, much of the more fruitful information was obtained through personal contacts which involved an enormous amount of time. The staff is indebted to N.I.E. for their help in this and other phases of the project. However, it is apparent that the plans that evolved after the contract agreement, while methodologically sound, were rather grandiose considering the financial and time limitations. Despite the limitations and frustrations, it is felt that this initial review will have tremendous value as the first step in pointing to new directions to investigate and improve the efficacy of school discipline. The following is a summary of the findings and suggestions for future directions.

Developing Models

In order to analyze the programs described, it was important to attempt to bring together those approaches which appeared to have conceptual similarities. It was hoped that this would eventually lend itself to the type of analysis used recently for evaluating the effectiveness of psychotherapy (Glass, 1976; Smith, Glass, McLean, and Walker, 1978). The basic model, developed originally by Meltzoff and Kornreich (1970) was based on placing research in groupings according to adequacy of design. The approach overcame many of the short-comings o previous reviews of psychotherapy outcome. Smith and Glass (1977) later developed statistical procedures to be used with adequate research designs grouped by conceptual similarities. Another type of clustering is also discussed by Light and Smith (1971) for evaluating the outcome of various research designs used for studying educational outcomes. Therefore, the conceptual categories were developed for future directions with an eye to later analysis. The conceptual categories considered were: (1) the psychodynamic-interpersonal model, (2) the behavioral model, (3) the sociological model, (4) the eclectic-ecological model, and (5) the human potential model.

At least one approach within each model was reviewed. However, an analysis of the adequacy of the research did not suggest sufficient controlled research to warrant an extensive statistical analysis. In fact, for the most part, the designs were woefully inadequate and might be compared with the state of the research on psychotherapy when it was first reviewed by Eysenck (1952).

Another problem encountered was the lack of specific information on exactly how teachers were trained and how specific goals of training were to be related to classroom approaches. For instance, few behavior modification approaches systematically used reinforcement techniques in their training of teachers. Further, some of the approaches were atheoretical and therefore difficult to classify. They used such a variety of methods and goals, it was hard to sort the "wheat from the chaff." It would probably be profitable to work backwards in developing conceptual models. This could be accomplished by looking at processes used by the teachers trained in various techniques. After identifying process variables, the researchers could then attempt to differentiate, by discriminate or factorial design, those approaches which separate teachers trained in various techniques.

Methodological Problems

As mentioned previously, relatively few of the projects evaluated offered controlled research to support efficacy. There is little question that this is a major concern in field based research, but it is not impossible to overcome by a variety of approaches. Besides attempting classical studies of random assignment of teachers or schools, multiple baseline designs could be utilized in order to use teachers as their own controls. Another design which is more difficult to implement but is more elegant in terms of controlling for intervening variables is to train teachers in two different approaches.

Almost all of the studies which had control groups are faulted because of the possible "Hawthorne" effect. That is, something is better than nothing. Therefore, it is suggested that more complicated designs using both control and comparison programs be used.

The Measures

A real problem with the research reviewed is the general failure to specify and target specific behaviors for students which would result as a function of teacher training. This is not true of the behavior modification literature, but this is related to the nature of that model. If one uses the presage-process-product approach, it is clear that efficacy needs to be examined differently. First, it is obvious that teacher resistance to change should be measured before inservice training. A number of scales, most notably the dogmatism scales, have predicted teacher behaviors as a result of training.

A number of studies used the Flanders Interaction Scale to examine process variables which were substituted for outcomes. While on the one hand this is a well developed observational tool and can help to add important information across programs, there need to be specific process and outcome measures related specifically to each approach.

A number of outcome measures were used in the studies. Many used attitude scales, and a major positive finding is that with most programs the teachers appeared to change their attitudes. There is, of course, a problem of the "halo" effect, but even so, if teachers become more humanized as measured on these scales, that is a consistent phenomenon which can lead to further investigation.

Achievement is an outcome measure used in many of the studies. However, although this is certainly an important product in education, one must be cautioned as to the difficulty in demonstrating program effects. The research on Follow Through is the most recent example of the difficulty in attempting to discern academic growth, as measured on standardized tests, as a function of program and teaching differences (House, Glass, McLean, and Walker, 1978).

A needed component which has to do with outcome measures is durability of change. Some durability data was gathered as part of ongoing projects. However, long term durability should be considered.

A number of studies used incidental outcome measures which may or may not be directly related to the programs discussed. However, indicators such as truancy, visits to the nurse, suspensions, children sent to the office, and grades are all incidental measures which should be included in future studies.

Conclusions

Despite this rather scathing review of the research on the effectiveness of inservice training of teachers, there is much to suggest optimism. Most important is that the literature indicates a growing awareness on the part of educators, teacher trainers, and the public that teachers want and need help in improving classroom discipline and reducing student alienation. There are a number of proprietory programs which are mounting major efforts in this direction. Contact with these programs indicated all were favorable and encouraging regarding research on their effectiveness. While they may be somewhat lacking in methodological rigor, they don't seem to be resistant to improvement of evaluation design.

In terms sophisticated statistical analysis for comparing programs, there is really not a sufficient number of adequate studies. In any event, this may be a futile gesture for the immediate future, given the problems and limited resources for this type of endeavor. However, all the programs seem to have a positive effect in changing teachers' attitudes. There is also enough scattered evidence to suggest that when accepted by the total school staff, these approaches may be helpful in improving children's self-images, reducing punitiveness, and in enhancing the learning climate. While we lack the hard data, the evidence certainly points in those directions. As a result of this review, it is hoped that the National Institute of Education will consider seriously the following recommendations.

Recommendations

1. N.I.E. should specifically encourage the development of evaluation of programs to improve school discipline and reduce school alienation. A specific sum of money might be set aside for use in just this area.
2. N.I.E. should consider the development of a large research project to invite inservice approaches to submit proposals to be included as part of a major investigation. However, this should avoid the pitfalls of large scale evaluations such as that of Follow Through. Smaller samples, more intensively studied, with use of multivariate statistics should be considered. The problems discussed in this report should be helpful in designing such a project.
3. N.I.E. should fund the development of a discipline resource manual for school personnel. This might even be published cooperatively with one or more of the major educational organizations such as N.E.A. The information contained in this report and more that is available as a result of this ongoing project should be produced in a form palatable to schools.
4. Because of the financial and time limitations involved in this contract, there are some unfinished agenda. We are continuing the collection of data from sources all over the country.

Since this is coming in, the material available is the result of the first set of requests, it is not known when and what will be the nature of the final product. However, as this continues, there will be an attempt to form some network for exchanging information in the area of school discipline. This should become self-sustaining and might begin with financial support and continuing liaison with N.I.E.

5. It is hoped that N.I.E. will be able to fund or itself conduct a project to support the publication and distribution of a summary of this study. This is mainly to be sent to those groups, institutions, and individuals who contributed data and reports which enabled the completion of this project.
6. A separate project regarding the role of the principal in selection, recruitment, and maintaining school staff should be considered in relation to the problems of school discipline.

REFERENCES

Light, R. J. and Smith, P. V. Accumulating evidence: procedures for resolving contradictions among different research studies. Harvard Educational Review, 1971, 41(4), 429-471.

Smith, M. L. and Glass, G. V. Meta-analysis of psychotherapy outcome studies. American Psychologist, 1977, 32(9), 752-760.

Glass, G. V. Primary, secondary, and neta-analysis of research. The Educational Researcher, 1976, 10, 3-8.

Meltzoff, J. and Kornreich, M. Research in Psychotherapy. New York: Alberton, 1970.

House, E. R., Glass, G. V., McLean, L. D., and Walker, D. F. No simple answer: critique of the follow through evaluation. Harvard Educational Review, 1978, 48(2), 128-160.

Eysenck, H. J. The effects of psychotherapy: an evaluation. Journal of Consulting Psychology, 1952, 16, 319-324.

Appendix A

THE KINDS OF TRAINING FOR SCHOOL STAFF WHOSE EFFECTIVENESS SHALL BE EVALUATED WILL INCLUDE:

a) Social Literacy Training

b) Reality Therapy

c) Teacher Effectiveness Training

d) Transcational Analysis

e) Curricular Approaches if they appear to affect conflict and alienation in the schools

f) Human relations training

g) Development of teacher specialists to work with alienated students

h) Behavior modification - only reviews of this literature should be examined

i) Conflict mediation and/or crisis intervention techniques

j) Other promising approaches (among these Rational Emotive Therapy)

Appendix B

Individuals and Groups Contacted

1. **Phillips C. Allee**
c/o Darrance and Co.
1617 J.F.K. Blvd.
Philadelphia, Pa. 19103

2. **Dr. Alfred Alschuler**
c/o General Delivery
Buckenridge, Colorado 80424

3. **Rosalie Anderson**
Project Director
Resource Center on Child Abuse and Neglect (RCCAN)
The University of Texas at Austin
School of Social Work
Center for Social Work Research
Austin, Texas 78712

4. **Dr. Reynald Bean**
c/o Assoc. for Personal and Organizational Development
1427 41st. Avenue
Capitola, California 95010

5. **Regina Berger**
c/o Parker Publishing Company, Inc.
West Nyach, N.Y.

6. Dr. Harold Black
Orcult Union School District
Orcult, California

7. Jean Blackburn
Bob Mosward
Dick Anderson
United Pacific Learning Institute
4113 Bridgeport Way
Tacoma, Wa. 98466

8. Cambridge House
1900 N. Cambridge Ave.
Milwaukee, Wis. 53202

9. Center for the Studies of the Person
1125 Torrey Pines Road
La Jalla, Calif. 92037

10. Dr. Marc Chesler
Institute for Social Research
University of Michigan
Ann Arbor, Mi.

11. Harris Clemens
c/o Association for Personal and Organizational Development
1427 41st. St. Avenue
Capitala, Calif. 95010

12. Mrs. Eleanor Coleman
Mr. T.E. Patterson
6408 Shirley Drive
Little Rock, Arkansas 72204
(Contact: Arkansas Education Association)

13. Mr. Darrel Custer
Wood County Schools
1210 13th Street
Parkersburg W. Va. 26101

14. Dr. Lloyd Kleith Daniels
Department of Psychology
Certral Conneticut State College
New Britain, Conn.

15. Steven J. Danish
c/o Behavioral Publication
72 Fifth Avenue
New York, N.Y. 10011

16. Dr. Robert De Vries
Director of Staff Development
Los Angles, Board of Education
L.A., Calif. 90051 (re. TET)

17. Carlos de Zafra Jr.

17. (cont.) c/o Economics Press Inc.
12 Daniel Road
Fairfield, N.J. 07006

18. Mr. Doug Dallon
Director of Staff Devilopment
Orange County
Florida Public Schools (re TET)

19. June Dilworth
Seattle Pacific University
3rd West-West Berlonia
Seattle, Wa. 98119

20. Dr. Albert Ellis
c/o Mc Graw Hill
1221 Ave. of the Americas
New York, N.Y. 10036

21. Education Devilopment Center
Distribution Center
39 Chapel Street
Newton, Massachusetts 02160

22. Esalen Institute
Big Sur, Claifornia 93920

23. Dr. J. Fassler

23. (cont.) c/o Behavioral Publication Series
72 Fifth Avenue
New York, N.Y. 10011

24. Mr. Dudley E. Flood
Assistant State Superintendent
Human Relations and Student Affairs

25. Paul Francis, Co-Chairman
Quest Committee
53 South Tenth St.
Pittsburgh, Pa. 15203

26. Dr. Earl Glasser
University of Virginia
Charlottesville, Virginia 22903 (re TET)

27. William Grangney
c/o 866 Third Ave
McMillan
New York, N.Y. 10022

28. Mr. Norman Goldmar
New Jersey Education Association
180 West Blate Street
Trenton, N.J. 08008

29. Thomas Gordon

29. (cont.) Wyden Books
747 3rd Ave.
New York, N.Y. 10017

30. Mr. Ples Griffin
Office of Intergroup Relations
State Department of Education
721 Capitol Mall
Sacramento, Ca. 95814

31. Mr. Joe Hasenstab
Project Teach
175 Westwood Avenue
Westwood, N.J. 07675

32. Allen L. Haver
c/o Behavioral Publication
72 Fifth Avenue
New York, N.Y. 10011

33. Mr. Patrick B. Henderson, Superintendent
Phoenix Union High School
2526 West Osborn Rd.
Phoenix, Arizona 85017

34. June Sark Herich
c/o Science Research Associates
1540 Page Mill Rd.
Palo Alto, Ca. 94304

35. M. E. Highfield
c/o Neures Educational Publishing Co. L.T.D.
Tower House Southhampton St.
Strand, London WC2

36. Dr. Francis Iani
Box 126
Teacher College
N.Y.C. 10027

37. Dr. R. Bruce Irons, Principal
Irwin Avenue Open School
329 North Irwin Avenue
Charlotte, N.C. 28202

38. Muriel Schoenbrun Karlin
c/o Parker Publishing Company, Inc.
West Nyach, N.Y.

39. Drs. Kelly and Main
A National Research and Service Complex for Youth and
Families Research
Center for Study of Youth Development
Boys Town, Ne. 68010

40. Jean Spealman Kujoth
Scarecrow Press, Inc.
Metuchen, N.J. 11970

41. Dr. Peter Kuriloff
Graduate School of Education
University of Pennsylvania
3700 Walnut Street
Philadelphia, Pa. 19104

42. Charles LaBounty
Associate Professor
Psychology/Education
Department of Education
Hamline University
St. Paul, Minnesota 55104

43. David Lauridsen
c/o Research Press
2612 N. Mattis Avenue
Champaign, Illinois 61820

44. Dr. Wilbur H. Lewis, Superintendent
Tucson Elementary School District
P.O. Box 4040
Tucson, Arizona 85717

45. Dr. Nicholas Long
George Washington University
Washington, D.C.

46. Reed Martin

46. (cont.) Research Press
2612 N. Mattis Avenue
Champaign, Illinois 61820

47. Mrs. Evelyn May
West Virginia Department of Education
Capitol Complex B-315
Charlston, W. Va. 25305

48. Bill Maynard
309 West See
Seattle, Wa. 98109

49. Dr. Robert McCord
Assistant State Superintendent
Mississippi State Department of Education
Jackson, Mississippi 39205 (re TET)

50. Dr. William Morse
University of Michigan
Ann Arbor, Michigan

51. Mr. John Moton
Assistant Superintendent
Briena Vista Schools
Sanginaw, Michigan 48601
(Asked for final project report)

52. National Center for the Exploration of Human Potential

976 Chalcedony St.

San Diego, Calif. 92109

53. National Staff Development Council

Steven Wlodarczyk

206 Oakhill Drive

Oxford, Ohio 45056

54. Dr. Ken Nochinson

Project Open Road

155 9th Street

San Francisco, Ca.

55. Oasis

6 Ontario Street

Chicago, Ill. 60610

56. Judith Ohlbaum-Caufield

New England Center for Personnel and Organizational Development

Box 575

Amherst, Mass. 01002

57. D. Keith Osborn

Jane Dyson Osborn

Early Childhood Education Learning Center

Dauson Hall

The University of Georgia

Athens, Georgia 30603

58. Bob Pickler, V.P.
WEA
910 5th Avenue
Seattle, Wa. 98104

59. Jeff Peltier
2140 West Olympia Blvd. Suite 518
L.A., Ca. 90006

60. A. Pinseht
c/o Newnes Educational Publishing Co. L.T.D.
Tower House Southhampton St.
Strand, London WC2

61. Terrence Piper
Lear Siegler Inc.
c/o Fearou Publishers
6 Davis Drive
Belmont, Ca. 94002

62. Psychosynthesis Institute
576 Everett St.
Palo Alto, Ca. 94301

63. Quest 4933
Auburn Avenue
Bethesda, Md. 20014

64. Dr. Fritz Redr
100 Porter Street
North Adams, N.H. 01247

65. Philip J. Runkel
Program on Strategies of Organizational Change
College of Education
1472 Kincaid
Eugene, Oregon 97401

66. Richard Schmuch
University of Oregon
Director of Center for Educational POlicy and Management
Eugene, Oregon

67. Dr. JoAnn Sheehan, Principal
Cottage Lane School
Mt. Kisco, N.Y. 10549

68. Wanda Shulte
c/o Shields Publishing Company
155 N. College Ave.
Fort Collins, Colorado 80521

69. Max Siegal, Ph.D
Professor of Education
Program Head, Graduate Program in School Psychology

69. (cont.) Brooklyn College of the City University of N.Y.
Bedford Avenue and Avenue H.
Brooklyn, N.Y. 11210

70. Social Research Group
IRAS and IRIS System
George Washington University
2401 Virginia Avenue NW-4th Floor
Washington, D.C. 20037

71. Arthur Solomon
7026 East Kenyon Drive
Tucson, Arizona 85710

72. Dr. James Starboard
Staff Dev.
Newport News, Virginia Public Schools (re TET)

73. Emery Stoops
c/o Phi Delta Kappa
Eighth and Union
Box 789
Bloomigton, Indianna 47401

74. David Welch
c/o Shields Publishing Company
155 N. College Avenue
Fort Collins, Colorado 80521

75. Dr. Michael P. Wolfe

Central Michigan University

Department of Student Teaching

207 Roman Hall

School of Education

Mount Pleasant, Michigan 48859

76. York County Public Schools

302 Dare Road

Crafton, Virginia 23692

231

Appendix C

Teacher Education Related to Student Discipline, Class Management, Alternative Schools, Behavior Modification and Related Subjects (ERIC)

```
User9002   Date: 9jun78   Time: 8:27:34   File: 1

Set Items Description
  1     0 8-516 CAMPBELL/MCDOWELL
  2 12684 TEACHER EDUCATION
  3   570 TEACHER(W)TRAINING/DE,ID,TI
  4    33 STAFF DEVELOPMENT
  5     0 STAFF SELECTION
  6   376 TEACHER SELECTION
  7 13121 2-6 +
  8   739 DISCIPLINE/DE
  9   480 DISCIPLINE POLICY
 10   296 DISCIPLINE PROBLEMS
 11    65 DISRUPTIVE/DE,ID,TI
 12   149 SCHOOL(F)VIOLENCE/DE,ID,TI
 13   610 STUDENT ALIENATION
 14   220 SCHOOL(F)ALIENATION/DE,ID,TI
 15  2056 8-14/+
 16    49 7*15
 17     0 CLASS AMNAGEMENT
 18   506 CLASS MANAGEMENT
 19    50 (7*18)-16
 20    99 16+19
 21 14957 CH=EC
 22    85 20-21
 23   621 ALIFRNATIVE SCHOOLS
 24    29 (7*23)-22
 25    29 24-21
 26  2003 AFFECTIVE/DE,ID
 27     8 BEHAVIOR MODIFICATION
 28   345 BEHAVIOR(W)MODIFICATION/DE,ID,TI
 29     9 TEACHER(W)EFFECTIVENESS(W)TRAINI
 30     0 TET/ID,TI
 31    20 REALITY(W)THERAPY/DE,ID,TI
 32    16 RATIONAL(W)EMOTIVE(W)THERAPY/ID,
 33    16 RET/ID,TI
 34     0 SOCIAL(W)LITERACY(W)TRAINING/DE,
 35   107 VALUES(W)CLARIFICATION/DE,ID,TI
 36   118 GESTALT/DE,ID
 37    39 CRISIS(W)INTERVENTION/DE,ID,TI
 38    61 TRANSACTIONAL(W)ANALYSIS/DE,ID,T
 39    76 HUMAN(W)RELATIONS(W)TRAINING/DE,
 40  2784 26-39/+
 41   149 (7*40)-(21+22+24)
 42  7583 7/MAJ
 43    77 42*41
 44   232 AFFECTIVE(F)PROGRAMS/DE,ID,TI
 45     0 AFFECTIVE PROGRAMS
 46  1224 AFFECTIVE BEHAVIOR
 47   800 27-39/+
 48  2152 44-47/+
 49   117 (7*48)-(21+22+24)
 50    13 AU=ELLIS, ALBERT
 51    22 E5-E13 AU=GLASSER,
 52    15 E6-E8 AU=GORDON, THOMAS
 53    19 E7-E11 AU=ALSCHULER
 54     9 E7-E9 AU=SHEA, JOHN
 55    77 50-54/+
 56    15 55*(7+15+18+48)
 57    15 56-(22+24+49)

Print 22/5/1-85
Print 24/5/1-29
Print 49/5/1-117
Print 56/5/1-15

Search Time:  1.024   Prints: 246   Descs.:  67
```

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 03740
The effects of human relations training on selected student teacher personality variables, attitudes, and behaviors.
Sebring, Robert H.
Pennsylvania State U.
Dissertation Abstracts International 1971, Jul, Vol. 32(1-A), 289-290.
CLASSIFICATION: 16
SUBJECT TERMS: Teacher Attitudes, Teacher Education, Sensitivity (Personality), Education/; 51610, 51620, 46520, 16000
INDEX PHRASE: personality & attitudes & behaviors, human relations training, student teachers

```
User1636   Date:15aug77   Time: 8:29:13   File: 1

Set Items Description
  1    630 DISCIPLINE/DF
  2     54 CORPORAL PUNISHMENT/DE
  3    663 1OR2
  4   1172 BEHAVIOR/DF
  5   3713 BEHAVIOR CHANGE/DE
  6   3442 BEHAVIOR PATTERNS/DE
  7   1220 BEHAVIOR PROBLEMS/DE
  8   8636 4-7/OR
  9    118 3AND8
 10     42 9/MAJ
 11   2134 STUDENT BEHAVIOR/DE
 12      8 10AND11
 13    409 CLASS MANAGEMENT/DE
 14      6 13AND10NOT12
 15    829 FAMILY (SOCIOLOGICAL UNIT)/DE
 16   2128 PARENT CHILD RELATIONSHIP/DE
 17   2849 15OR16
 18      8 17AND10
 19    344 INSTITUTIONS/DF
 20      0 19AND10
 21      0 19AND9
 22     34 10NOT12
 23     28 22NOT14
 24     22 23NOT18

Print 24/5/1-22

Search Time:  0.296   Prints: 22   Descs.:  11
```

Appendix C

Teacher Education: Student Discipline, Class Management, Behavior Modification and Related Subjects (Exceptional Child Education Resources)

```
User9002   Date:12jun78   Time:12:02:41   File: 54

Set Items Description
  1      0 S-522 CAMPBELL/MCDOWELL
  2   1222 TEACHER(W)EDUCATION/DE,ID
  3     61 TEACHER(W)TRAINING/DE,ID,TI
  4     16 STAFF(W)DEVELOPMENT/DE,ID,TI
  5     28 TEACHER(W)SELECTION/DE,ID,TI
  6   1250 2-5/+
  7    126 DISCIPLINE/DE
  8      6 DISCIPLINE POLICY
  9     56 DISCIPLINE PROBLEMS
 10     25 DISRUPTIVE/DE,ID,TI
 11      1 SCHOOL(F)VIOLENCE/DE,ID,TI
 12     14 STUDENT ALIENATION
 13     15 ALIENATION/DE,ID
 14    216 CLASS(W)MANAGEMENT/DE,ID,TI
 15      5 ALTERNATIVE(W)SCHOOLS/DE,ID,TI
 16    392 7-15/+
 17     37 6*16
 18    136 AFFECTIVE(W)BEHAVIOR/DE,ID,TI
 19      7 AFFECTIVE(F)PROGRAMS/DE,ID,TI
 20    201 BEHAVIOR(W)MODIFICATION/DE,ID,TI
 21      0 TEACHER(W)EFFECTIVENESS(W)TRAINI
 22      1 REALITY(W)THERAPY/DE,ID,TI
 23      1 RATIONAL(W)EMOTIVE(W)THERAPY/DE,
 24      0 VALUES(W)CLARIFICATIONY/DE,ID,TI
 25      1 VALUES(W)CLARIFICATION/DE,ID,TI
 26     51 GESTALT/DE,ID
 27      6 CRISIS(W)INTERVENTION/DE,ID,TI
 28      5 TRANSACTIONAL(W)ANALYSIS/DE,ID,T
 29      0 HUMAN(W)RELATIONS(W)TRAINING/DE,
 30    399 18-28/+
 31     15 (6*30)-17
 32      2 AU-ELLIS, ALBERT
 33      1 AU=GORDON, THOMAS.
 34      1 AU=SHEA, JOHN J.
 35      2 (32+33+34)*(6+16+30)

Print 17/5/1-37
Print 31/5/1-15
Print 35/5/1-2

Search Time: 0.488   Prints: 54   Descs.: 47
```

Appendix C

Principals: Training, Recruitment, Selection
Teachers: Recruitment, Selection

```
User9002   Date:13sep78   Time: 7:45:15   File:  1

Set Items Description
  1     0 6-713 CAMPBELL/MCDOWELL
  2  1788 PRINCIPALS/DF
  3 38940 R1,R10.R13,R15.R17,R18,R26 TRAIN
  4  1118 INSTITUTES (TRAINING PROGRAMS)
  5  1614 R1,R11,R13 OFF THE JOB TRAINING
  6     0 R7.R8.R9.R12
  7  4468 R7,R8,R9,R12 SENSITIVITY TRAININ
  8  4379 R10,R13,R15,R17,R18,R26 TRAINING
  9  1676 TRAINING/DF
 10 12145 4-9/+
 11   105 10*2
 12 10935 4+7+8+9
 13    96 12*2
 14  8103 4+5+8+9
 15    84 14*2
 16  1028 RECRUITMENT/DF
 17   198 FACULTY RECRUITMENT
 18     5 (16+17)*2
 19  1828 RECRUITMENT/DE,ID,TI
 20    13 19*2
 21    83 15-18
 22   505 SELECTION/DF
 23   239 ADMINISTRATOR SELECTION
 24    46 (22+23)*2
 25    45 23*2
 26    43 25-18
 27    77 21-26

-Print 27/5/1-75
 Print 18/5/3-5
 Print 26/5/1-42

 Search Time:  0.532   Prints: 120   Descs.:  23
```

```
User1636   Date:31oct78   Time: 8:39:45   File:  1

Set Items Description
  1  1801 PRINCIPALS/DF
  2     0 SCHOOL ADMINISTRATORS
  3  2988 ADMINISTRATIVE PERSONNEL
  4  2988 ADMINISTRATIVE PERSONNEL
  5   684 ADMINISTRATOR EDUCATION
  6  5057 1OR3OR5
  7  1595 INSERVICE EDUCATION
  8  2402 PRESERVICE EDUCATION
  9  3857 7OR8
 10   787 DISCIPLINE/DF
 11     0 CLASSROOM MANAGEMENT
 12   787 10OR11
 13     0 12AND9AND6
 14   322 CLASSROOM(W)MANAGEMENT
 15     1 (10OR14)AND9AND6
 16  3160 DISCIPLINE
 17     2 16AND9AND6
 18     2 17NOT15
 19   403 TEACHER RECRUITMENT
 20   390 TEACHER SELECTION
 21   717 19OR20
 22    43 21AND6
 23     0 (10OR14)AND22
 24     0 16AND22
 25     9 22/MAJ
 26 37589 HIGHER EDUCATION
 27    38 22NOT26

Print 27/5/4-38

Search Time:  0.225   Prints:  35   Descs.:  13
```

Appendix C

Teachers: Selection

```
User9002   Date:13sep78   Time: 8:24:26   File:  1

Set Items Description
  1     0 B-713 CAMPBELL/MCDOWELL
  2  1788 PRINCIPALS/DF
  3 38940 R1,R10,R13,R15,R17,R18,R26 TRAIN
  4  1118 INSTITUTES (TRAINING PROGRAMS)
  5  1614 R1,R11,R13 OFF THE JOB TRAINING
  6     0 R7.R8.R9.R12
  7  4488 R7.R8.R9.R12 SENSITIVITY TRAININ
  8  4379 R10,R13,R15,R17,R18,R26 TRAINING
  9  1676 TRAINING/DF
 10 12145 4-9 +
 11   105 10*2
 12 10935 4+7+8+9
 13    96 12*2
 14  8103 4+5+8+9
 15    84 14*2
 16  1028 RECRUITMENT/DF
 17   198 FACULTY RECRUITMENT
 18     5 (16+17)*2
 19  1820 RECRUITMENT/DE,ID,TI
 20    13 19*2
 21    83 15-18
 22   505 SELECTION/DF
 23   239 ADMINISTRATOR SELECTION
 24    46 (22+23)*2
 25    45 23*2
 26    43 25-18
 27    77 21-26
 28   403 TEACHER RECRUITMENT
 29   164 28/MAJ
 30    23 29/82165-999999/EJ
 31    24 29/80788-999999/ED
 32   388 TEACHER SELECTION
 33   200 32/MAJ
 34   172 33-29
 35    53 34/82165-999999/EJ
 36    24 34/80788-999999/ED
 37 36861 HIGHER EDUCATION
 38   149 29-37
 39    22 38/62752-999999/EJ
 40    22 38/66621-999999/ED
 41    44 39+40
 42   159 34-37
 43    52 42/62752-999999/EJ
 44    19 42/95254-999999/ED
 45    71 43+44
 46     1 AU=MCKAY, SUSAN W.
 47    30 42/66621-999999/ED
 49    82 43+47
 49    11 47-44

Print 49/5/1-10

Search Time:  0.079   Prints:  10   Descs.:   0
```

Appendix C

Teachers: Recruitment, Selection

```
User9C02   Date:13sep78   Time: 8:08:01   File:  1

Set Items Description
  1     0 R-713 CAMPBELL/MCDOWELL
  2  1788 PRINCIPALS/DF
  3 38940 R1,R10,R13,R15,R17,R18,R26 TRAIN
  4  1118 INSTITUTES (TRAINING PROGRAMS)
  5  1614 R1,R11,R13 OFF THE JOB TRAINING
  6     0 R7.R8.R9.R12
  7  4408 R7,R8,R9,R12 SENSITIVITY TRAININ
  8  4379 R10,R13,R15,R17,R18,R26 TRAINING
  9  1676 TRAINING/DF
 10 12145 4-9/+
 11   105 10*2
 12 10935 4+7+8+9
 13    96 12*2
 14  8103 4+5+8+9
 15    84 14*2
 16  1028 RECRUITMENT/DF
 17   190 FACULTY RECRUITMENT
 18     5 (16+17)*2
 19  1828 RECRUITMENT/DE,ID,TI
 20    13 19*2
 21    83 15-18
 22   505 SELECTION/DF
 23   239 ADMINISTRATOR SELECTION
 24    46 (22+23)*2
 25    45 23*2
 26    43 25-18
 27    77 21-26
 28   403 TEACHER RECRUITMENT
 29   164 28/MAJ
 30    23 29/82165-999999/EJ
 31    24 29/80788-999999/ED
 32   388 TEACHER SELECTION
 33   200 32/MAJ
 34   172 33-29
 35    53 34/82165-999999/EJ
 36    24 34/80788-999999/ED
 37 36861 HIGHER EDUCATION
 38   149 29-37
 39    22 38/62752-999999/EJ
 40    22 38/66621-999999/ED
 41    44 39+40
 42   159 34-37
 43    52 42/62752-999999/EJ
 44    19 42/95254-999999/ED
 45    71 43+44

Print 41/5/3-43
Print 45/5/2-71
```

THE NATIONAL CENTER FOR THE STUDY OF
CORPORAL PUNISHMENT
AND ALTERNATIVES IN THE SCHOOLS

TEMPLE UNIVERSITY
Of The Commonwealth System Of Higher Education

Irwin A. Hyman, Ed.D., Director

DVISORY BOARD
he Hon. Gertrude M.
acon
rents Anonymous
New York, Inc
avid Bakan, Ph.D.
rk University,
oronto
onald N. Bersoff, Ph.D.,
D.
niv. of Maryland,
chool of Law
ohns Hopkins Univ
ept. of Psychology
hn Cox
irector, Teacher Rights
ational Education Association
orma D. Feshbach,
h.D.
niversity of California at Los
ngeles
rof. Herbert L. Foster,
h.D.
tate University of New York at
uffalo
avid [illegible] Gil, Ph.D.
randeis University
orman Goldman
irector of Instruction
N J Education Assn
lan E. Gross, Ph.D.
merican Psychological Assn
ernard W. Harleston,
h.D.
Dean, Faculty of Arts and
ciences,
Tufts University
at Hentoff
Writer
arion F. Langer, Ph.D.
American Orthopsychiatric
Association
Adah Maurer, Ph.D.
End Violence Against the
Next Generation, Inc
ames W. Prescott, Ph.D.
National Inst. of Child Health
and Human Development
Alan Reitman
American Civil Liberties Union
ay D. Scribner, Ph.D.
Dean, College of Education
Temple University
Carolyn T. Schumacher,
Ph.D.
Pittsburgh, Pennsylvania
Fred Strassburger, Ph.D.
Private Practice, Psychology
Washington, DC
Richard A. Sussman, M.A.
Northern Westchester Resource
Network
Her[illegible] A. Vogel, Esq.
Morristown, New Jersey
James S. Wallerstein
The Randen Foundation
Gertrude J. Williams,
Ph.D.
Private Practice, Psychology
St. Louis, Missouri

June 9, 1978

Dear Dr.

Educators have become increasingly aware of a need for constructive disciplinary solutions to problems of school disruption, violence and alienation. Student alienation may manifest itself in dissatisfaction with school, poor academic self concept, low aspirations, withdrawal from both classroom and extracurricular activities, and early drop out. Our Center has begun a systematic review of approaches to problems of school discipline and classroom management. Under a contract with the National Institute of Education, the Center is specifically investigating the effectiveness of teacher and administrator in-service training programs in the area of school discipline.

We are contacting you as someone who might provide us with information regarding staff training in relation to school discipline and programs to decrease school alienation. We are interested in a report of your experience with such programs.

Teacher or administrator training in the area under study may be broadly defined to include but not be limited to such programs as Teacher Effectiveness Training, Behavior Modification, Reality Therapy and workshops on curricula change. This would include training in the use of affective curricula such as Values Clarification, Developing Understanding of Self and Others (DUSO), Human Development Programs, back-to-basics approaches to discipline, etc. We would also be interested in evaluations of novel programs which have been developed within your district.

Since the goal of this survey is to study the effectiveness of training programs, we are interested in reports which would fall within but not be limited to the following broad categories:

Phone (215) 787-6093
[illegible] Temple University, Philadelphia, Pennsylvania 19122

1. Narratives such as reports by programs leaders.
2. Testimonials by staff participants, observers, or students who would benefit from these programs.
3. Reports indicating changes as a result of training documented by scores on attitudinal scales, behavior indices, etc.
4. Data-oriented reports of various types such as descriptive or evaluation research, experimental research, etc.

We know that your cooperation will require some of your valuable time, and therefore we would like to offer something in return. In exchange for your participation, we will forward a complimentary copy of any one of the Center's publications listed on the enclosed sheet. Further, you are assured of receiving a complimentary copy of the final report. The report should be approved and be available before the end of 1978.

The Center will be happy to reimburse you for any reasonable costs incurred in reproducing or mailing material to us. If you have any questions or if you expect the costs to be excessive please call us collect at (215) 787-6093.

Perhaps through your field experience or practicum programs you have some other contacts that could provide us with this information. Would you kindly pass this letter on to them or send us the relevant addresses.

Sincerely,

Irwin Hyman

Irwin A. Hyman, Ed.D.
Director

Eileen McDowell

Eileen McDowell
Research Associate

Enclosure

THE NATIONAL CENTER FOR THE STUDY OF CORPORAL PUNISHMENT AND ALTERNATIVES IN THE SCHOOLS

Publication List
May 1978

The following is a list of current publications from the Center. You may order individual items. However, if you wish to become a *Friend of the Center*, you may remit a check for $10.00 which will entitle you to all publications, plus additional ones during the year. It is also tax free.

	List Amount
"Corporal Punishment and Alternatives in the Schools: An Overview of Theoretical and Practical Issues." I. Hyman, E. McDowell, and B. Raines....$0.75	________
"Corporal Punishment in the Schools: American's Officially Sanctioned Brand of Child Abuse." I. Hyman...$1.00	________
"A Cross Cultural Examination of Corporal Punishment: An Initial Theoretical Conceptualization." A. Babcock...$1.00	________
"A Review of the Research on the Effects of Punishment: Implications for Corporal Punishment in the Schools. "A. Bongiovanni...$1.00	________
"The Social Costs of the Maltreatment of Children in the Schools: Mental Health Considerations." I. Hyman and E. McDowell... $0.80	________
"Some Alternatives to Corporal Punishment in the Schools: A Listing of Methods." National Center for the Study of Corporal Punishment and Alternatives in the Schools...$0.55	________
"A Social Science Review of Evidence Cited in Litigation on Corporal Punishment in the Schools." I. Hyman...$1.00	________
"Time-Out for Behavior Problems in the Classroom." G.J. Kushner ... $0.55	________
"Corporal Punishment in the Schools as it relates to Race, Sex, Grade Level and Suspensions." T. Glackman, R. Martin, I. Hyman, E. McDowell, V. Berv and P. Spino...$0.75	________
"Is the Hickory Stick Out of Tune?" I. Hyman, *Today's Education*, April-May 1978, 30-32...$0.30.	________
"Paddling, Punishing and Force: Where Do We Go from Here? I. Hyman, A. Bongiovanni, R. H. Friedman and E. McDowell. *Children Today*, September-October 1977, 17-23...$0.50.	________
"A Preliminary Survey of the Effects of Eliminating Corporal Punishment in School District in the United States." A. C. Farley, K. I. Kreutter, R., R. Russell, S. Blackwell,, H. Finkelstein, and I. Hyman...$0.75	________

Appendix E

SOURCES OF INFORMATION, State Departments of Education

Specific information on requirements and procedures for each state may be secured by writing to the office of the *Director of Teacher Education and Certification* as follows:

State Department of Education
Montgomery, Alabama 36104

State Department of Education
Pouch F, Alaska Office Building
Juneau, Alaska 99801

State Department of Public Instruction
Room 27, Capitol Building
Phoenix, Arizona 85007

State Department of Education
Little Rock, Arkansas 72201

State Department of Education
State Education Building
721 Capitol Mall
Sacramento, California 95814

State Department of Education
414 State Office Building
Denver, Colorado 80203

State Department of Education
State Office Building
P. O. Box 2219
Hartford, Connecticut 06115

State Department of Public Instruction
Dover, Delaware 19901

District of Columbia Public Schools
415 - 12th Street, N. W.
Washington, D. C. 20004

State Department of Education
Tallahassee, Florida 32304

State Department of Education
State Office Building
Atlanta, Georgia 30334

State Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

State Department of Education
State House
Boise, Idaho 83702

Office of the Superintendent of Public Instruction
105 State Office Building
Springfield, Illinois 62706

State Department of Public Instruction
230 State House
Indianapolis, Indiana 46204

State Department of Public Instruction
Des Moines, Iowa 50319

State Department of Education
Topeka, Kansas 66612

State Department of Education
Frankfort, Kentucky 40601

State Department of Education

State Department of Education
Augusta, Maine 04330

State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

State Department of Public Instruction
Lansing, Michigan 48902

State Department of Education
Centennial Building
St. Paul, Minnesota 55101

State Department of Education
State Office Building
Jackson, Mississippi 39205

State Department of Education
Jefferson City, Missouri 65101

Office of the Superintendent of Public Instruction
Helena, Montana 59601

State Department of Education
Lincoln, Nebraska 68509

State Department of Education
Carson City, Nevada 89701

State Department of Education
Concord, New Hampshire 03301

State Department of Education
225 West State Street
Trenton, New Jersey 08625

State Department of Education
Santa Fe, New Mexico 87502

State Education Department
800 North Pearl Street
Albany, New York 12204

State Department of Public Instruction
Raleigh, North Carolina 27602

State Department of Public Instruction
Bismarck, North Dakota 58501

State Department of Education
Columbus, Ohio 43215

State Department of Education
Oklahoma City, Oklahoma 73105

Oregon State Board of Education
942 Lancaster Drive, N. E.
Salem, Oregon 97310

State Department of Education
P. O. Box 911
Harrisburg, Pennsylvania 17126

Department of Education
Hato Rey, Puerto Rico 00900

247

ate Department of Education
oger Williams Building
yes Street
ovidence, Rhode Island 02908

ate [illegible]rtment of Education
lumb[illegible], South Carolina 29201

ate Department of Public Instruction
rre, South Dakota 57501

ate Department of Education
23 Cordell Hull Building
shville, Tennessee 37219

xas Education Agency
pitol Station
stin, Texas 78711

ate Board of Education
00 University Club Building
36 East South Temple
lt Lake City, Utah 84111

State Department of Education
Montpelier, Vermont 05602

State Board of Education
Richmond, Virginia 23216

State Department of Public Instruction
Old Capitol Building
Olympia, Washington 98501

State Department of Education
Charleston, West Virginia 25305

State Department of Public Instruction
126 Langdon
Madison, Wisconsin 53702

State Department of Education
Cheyenne, Wyoming 82001

COLLEGE PROGRAMS APPROVED AS MEETING PROPOSED STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION

(Circular 351--U. S. Office of Education, Revised)

Lists of Institutions with Circular 351 Approved Programs

olumn a

The name and address of state-accredited institutions [illegible] teacher education programs approved by the State Department of Education as meeting the *Proposed Standards for State Approval of Teacher Education* (U.S. Office of Education Circular 351, revised). This list is supplied to the NASDTEC Standards Committee by the State Director of Teacher Education and Certification, whose address is listed on Page 2. Also included is the title of the appropriate college official to contact when writing for information concerning programs at the institution. The code is that assigned each institution by the Federal Interagency Committee on Education (FICE).

Accreditation Status

Column b indicates the year of the most recent regi accreditation evaluation. Columns c and d indicate r recent dates of accreditation, if any, in both eleme and secondary education by the National Council Accreditation of Teacher Education (NCATE).

State Accreditation

Columns 1a through 14f indicate the date of most r approval as meeting the *Proposed Standards for S Approval of Teacher Education* (U.S. Office of Edu tion Circular 351, revised), or State standards which h been recognized by the NASDTEC Standards Committ as equivalent to the NASDTEC *Standards*. A blank i cates there is no approved program in that categ

Mildred Worthy
Instruction and Professional Development
Alabama Education Association
422 Dexter Ave.
Box 4177
Montgomery, AL 36101

Robert F. Frazier
Professional Development
Arizona Education Association
2102 W. Indian School Rd.
Phoenix, AZ 85015

Evalena Berry
Instruction and Information
Arkansas Education Association
AEA Building
1500 W. 4th St.
Little Rock, AR 72201

Robert E. Stahl
Instruction and Professional Development
California Teachers Association
1705 Murchison Dr.
Burlingame, CA 94010

Frank E. Johnson
Professional Development
Colorado Education Association
5200 S. Quebec St.
Englewood, CO 80110

Robbins Barstow and Gayle Gordon
Professional Development
Connecticut Education Association
21 Oak St.
Hartford, CT 06106

Lilla L. Carlton
Professional Development
Georgia Association of Educators
3951 Snapfinger Pkwy.
Decatur, GA 30035

Fred Husmann
Professional Development
Illinois Education Association
100 E. Edwards St.
Springfield, IL 62704

Edward F. Jirik
Instruction and Professional Development
Ohio Education Association
225 E. Broad St.
Box 2550
Columbus, OH 43216

William A. Cornell
Professional Development
Pennsylvania State Education Association
400 N. 3rd St.
Harrisburg, PA 17101

Edna M. Hooker
Instruction and Professional Development
South Carolina Education Association
421 Zimalcrest Dr.
Columbia, SC 29210

Joe Seale
Instructional Services
Texas State Teachers Association
316 W. 12th St.
Austin, TX 78701

Virginia Lewis Dalton
Instruction
Virginia Education Association
Gamble's Hill
116 S. 3rd St.
Richmond, VA 23219

Robert Munger
Instruction and Professional Development
Wisconsin Education Association Council
101 W. Beltline Hwy.
Madison, WI 53713

THE ENCLOSED MATERIAL IS
SENT TO YOU IN RESPONSE
TO YOUR REQUEST.

FROM:
W. R. Logan

DIVISION OF PUPIL PERSONNEL SERVICES
PENNSYLVANIA DEPARTMENT OF EDUCATION

Appendix G

PREVENTION OF SCHOOL DISRUPTION GRANT

AWARD RECIPIENTS

Dr. Charles F. Wilson, Superintendent
Allentown City School District
31 South Penn Street
Allentown, PA 18105

Dr. Thomas K. Barratt, Superintendent
Crawford Central School District
719 North Main Street
Meadville, PA 16335

Dr. Charles R. Walker, Superintendent
Lancaster School District
225 West Orange Street
Lancaster, PA 17604

Mr. Paul C. Dunkelberger, Superintendent
Lebanon School District
1000 South Eighth Street
Lebanon, PA 17042

Dr. Jay L. Gruener, Superintendent
Norristown Area School District
401 North Whitehall Road
Norristown, PA 19401

Dr. Joseph F. Lagana, Superintendent
Northgate School District
90 Grant Avenue
Pittsburgh, PA 15202

Mr. Thomas Rosica
Federal Programs Coordinator
Philadelphia City School District
Parkway at 21st Street
Philadelphia, PA 19103

Dr. Alfred Fascetti
Office of Federal Programs
Pittsburgh School District
341 South Bellefield Avenue
Pittsburgh, PA 15213

Mr. Earl H. Horton, Superintendent
Shikellamy School District
350 Island Boulevard
Sunbury, PA 17801

Dr. Edward Lichtenstein
Swarthmore High School
College and Princeton Avenue
Swarthmore, PA 19081

Dr. Harold Peebles
William Penn School District
82 East Essex Avenue
Lansdowne, PA 19050

Dr. Innocenzio A. Grignano, Director
Institutionalized Children Program
Allegheny Intermediate Unit # 3
2 Allegheny Center, Suite 1300
Pittsburgh, PA 15212

Dr. David Barrett
Montgomery County Intermediate Unit #
6198 Butler Pike
Blue Bell, PA 19422

Appendix H

Index To Member Institutions

a

Abilene Christian University (TX) ... 64
Adams State College (CO) ... 7
Adelphi University (NY) ... 42
Adrian College (MI) ... 30
Akron, The University of (OH) ... 52
Alabama Agricultural and Mechanical University ... 1
Alabama in Birmingham, The University of ... 2
Alabama in Huntsville, The University of ... 2
Alabama State University ... 1
Alabama, The University of ... 2
Alaska, Fairbanks, University of ... 3
Albany State College (GA) ... 11
Albion College (MI) ... 30
Alcorn State University (MS) ... 34
Alderson-Broaddus College (WV) ... 71
Alfred University (NY) ... 42
Allen University (SC) ... 59
Alliance College (PA) ... 55
Alma College (MI) ... 30
Alverno College (WI) ... 73
American International College (MA) ... 27
American University, The (DC) ... 9
Anderson College (IN) ... 17
Andrews University (MI) ... 30
Antioch College (OH) ... 50
Appalachian State University (NC) ... 47
Arizona State University ... 3
Arizona, The University of ... 3
Arkansas at Little Rock, University of ... 4
Arkansas at Monticello, University of ... 4
Arkansas at Pine Bluff, University of ... 4
Arkansas College ... 3
Arkansas Polytechnic College ... 3
Arkansas State University ... 4
Arkansas, University of ... 4
Armstrong State College (GA) ... 11
Asbury College (KY) ... 23
Ashland College (OH) ... 50
Athens State College (AL) ... 1
Atlanta University (GA) ... 11
Atlantic Christian College (NC) ... 47
Atlantic Union College (MA) ... 28
Auburn University (AL) ... 1
Augsburg College (MN) ... 32
Augusta College (GA) ... 11
Augustana College (IL) ... 14
Augustana College (SD) ... 60
Austin College (TX) ... 64
Austin Peay State University (TN) ... 61
Avila College (MO) ... 35
Azusa Pacific College (CA) ... 5

b

Baker University (KS) ... 21
Baldwin-Wallace College (OH) ... 50
Ball State University (IN) ... 17
Bank Street College of Education (NY) ... 42
Baylor University (TX) ... 64
Beaver College (PA) ... 55
Bellarmine College (KY) ... 23
Belmont College (TN) ... 61
Beloit College (WI) ... 73
Bemidji State University (MN) ... 32
Benedict College (SC) ... 59
Benedictine College (KS) ... 21
Bennett College (NC) ... 47
Bentley College (MA) ... 28
Berea College (KY) ... 23
Bernard M Baruch College, The City
University of New York, The ... 43
Berry College (GA) ... 11

Bethany College (KS) 21
Bethany College (WV) 71
Bethany Nazarene College (OK) 53
Bethel College (KS) 21
Bethel College (MN) 32
Bethel College (TN) 61
Bethune Cookman College (FL) 10
Biola College (CA) 5
Birmingham-Southern College (AL) 1
Bishop College (TX) 64
Black Hills State College (SD) 61
Blackburn College (IL) 14
Bloomsburg State College (PA) 55
Bluefield State College (WV) 71
Bluffton College (OH) 50
Boise State University (ID) 13
Boston College (MA) 28
Boston State College (MA) 28
Boston University (MA) 28
Bowie State College (MD) 26
Bowling Green State University (OH) 50
Bradley University (IL) 14
Briar Cliff College (IA) 19
Bridgeport, University of (CT) 9
Bridgewater State College (MA) 28
Brigham Young University (UT) 68
Brigham Young University, Hawaii Campus 13
Brooklyn College of The City University of New York 43
Brown University (RI) 59
Bryant College (RI) 59
Buena Vista College (IA) 19
Butler University (IN) 17

C

Caldwell College (NJ) 40
California, Berkeley, University of (CA) 7
California State College (PA) 56
California State College, Stanislaus 5
California State College, Dominguez Hills 5
California State University, Sacramento 6
California State University, Northridge 6
California State University, Los Angeles 5
California State University, Hayward 5
California State University, Fresno 5
California State University, Chico 5
Calumet College (IN) 17
Calvin College (MI) 30
Cameron University (OK) 53
Campbell College (NC) 47
Canisius College (NY) 42
Capital University (OH) 50
Cardinal Stritch College (WI) 73
Carleton College (MN) 32
Carlow College (PA) 56
Carroll College (MT)
Carroll College (WI)
Carson-Newman College (TN)
Carthage College (WI)
Catholic University of Puerto Rico
Catholic University of America, The (DC)
Central Arkansas, University of
Central College (IA)
Central Connecticut State College
Central Methodist College (MO)
Central Michigan University
Central Missouri State University
Central State University (OH)
Central State University (OK)
Central Washington State College
Chadron State College (NB)
Chaminade College of Honolulu (HI)
Chapman College (CA)
Cheyney State College (PA)
Chicago State University (IL)
Chicago, The University of (IL)
Christian Brothers College (TN)
Cincinnati, University of (OH)
Citadel, The Military College of South Carolina, The
City College of The City University of New York, The
Claflin College (SC)
Clarion State College (PA)
Clark College (GA)
Clark University (MA)
Clarke College (IA)
Clemson University (SC)
Cleveland State University, The (OH)
Coe College (IA)
Colgate University (NY)
College of Saint Mary (NB)
College of the Ozarks, The (AR)
Colorado State University
Colorado, University of
Columbia College (SC)
Columbia Union College (MD)
Columbus College (GA)
Concord College (WV)
Concordia College, Moorhead (MN)
Concordia College, Saint Paul (MN)
Concordia Teachers College (NB)
Concordia Teachers College (IL)
Connecticut—Storrs, The University of
Coppin State College (MD)
Cornell College (IA)
Covenant College (TN)
Creighton University (NB)
Culver-Stockton College (MO)
Cumberland College (KY)
C. W. Post Center, Long Island University (NY)

d

Dakota State College (SD) 61
Dallas Baptist College (TX) 64
Dana College (NB) 38
David Lipscomb College (TN) 62
Davis and Elkins College (WV) 72
Dayton, University of (OH) 52
De Paul University (IL) 14
De Pauw University (IN) 17
Delaware State College 9
Delaware, University of 9
Delta State University (MS) 34
Denison University (OH) 50
Denver, University of (CO) 8
Detroit, University of (MI) 31
Dickinson State College (ND) 49
District of Columbia Teachers College 9
Doane College (NB) 38
Dominican College of San Rafael (CA) 6
Drake University (IA) 20
Drury College (MO) 35
Dubuque, University of (IA) 20
Duke University (NC) 47
Duquesne University (PA) 56

e

East Carolina University (NC) 47
East Central Oklahoma State University 53
East Stroudsburg State College (PA) 56
East Tennessee State University 62
East Texas Baptist College 64
East Texas State University 64
Eastern Illinois University 14
Eastern Kentucky University 23
Eastern Mennonite College (VA) 69
Eastern Michigan University 30
Eastern Montana College 38
Eastern Nazarene College (MA) 28
Eastern New Mexico University 42
Eastern Oregon State College 54
Eastern Washington State College 70
Edgecliff College (OH) 50
Edgewood College (WI) 73
Edinboro State College (PA) 56
Elizabeth City State University (NC) 47
Elmhurst College (IL) 15
Emmanuel College (MA) 28
Emporia Kansas State College 21
Erskine College (SC) 60
Eureka College (IL) 15
Evangel College (MO) 35
Evansville, University of (IN) 19

f

Fairfield University (CT) 8
Fairmont State College (WV) 72
Fayetteville State University (NC) 47
Federal City College (DC) 10
Findlay College (OH) 50
Fitchburg State College (MA) 28
Florida Agricultural and Mechanical University 10
Florida Atlantic University 10
Florida International University 10
Florida State University 10
Florida, University of 11
Fontbonne College (MO) 35
Fordham University, Lincoln Center (NY) 44
Fort Hays Kansas State College 22
Fort Lewis College (CO) 7
Fort Valley State College (GA) 12
Fort Wright College of the Holy Names (WA) 70
Framingham State College (MA) 28
Francis Marion College (SC) 60
Franklin College of Indiana 18
Friends University (KS) 22
Frostburg State College (MD) 27

g

Gallaudet College (DC) 10
Gannon College (PA) 56
Geneva College (PA) 56
George Mason University (VA) 69
George Peabody College for Teachers (TN) 62
George Washington University, The (DC) 10
George Williams College (IL) 15
Georgia College 12
Georgia Southern College 12
Georgia Southwestern College 12
Georgia State University 12
Georgia, University of 13
Georgian Court College (NJ) 40
Glassboro State College (NJ) 40
Glenville State College (WV) 72
Gonzaga University (WA) 70
Goshen College (IN) 18
Goucher College (MD) 27
Governors State University (IL) 15
Graceland College (IA) 20
Grambling State University (LA) 24
Grand Canyon College (AZ) 3
Grand Valley State Colleges (MI) 30
Great Falls, College of (MT) 37
Greenville College (IL) 15
Grove City College (PA) 56
Guam, University of 76
Gustavus Adolphus College (MN) 33

h

Hamline University (MN) 33
Hampton Institute (VA) 69
Harding College (AR) 4
Hardin-Simmons University (TX) 64
Harris Teachers College (MO) 35
Hartford, University of (CT) 9
Harvard University (MA) 29
Hastings College (NB) 39
Hawaii, University of 13
Heidelberg College (OH) 51
Henderson State University (AR) 4
Hendrix College (AR) 4
Herbert H. Lehman College of The City
    University of New York 43
High Point College (NC) 47
Hillsdale College (MI) 30
Hiram College (OH) 51
Hofstra University (NY) 44
Hope College (MI) 30
Houston Baptist University (TX) 64
Houston, University of (TX) 67
Houston—Victoria Campus, University of (TX) 67
Howard Payne University (TX) 64
Howard University (DC) 10
Hunter College of The City University of New York 43
Huntingdon College (AL) 1
Huntington College (IN) 18
Huron College (SD) 61

i

Idaho State University 14
Idaho, The College of 13
Idaho, University of 14
Illinois at Chicago Circle, University of 17
Illinois Benedictine College 15
Illinois State University 15
Illinois Wesleyan University 15
Immaculata College (PA) 56
Immaculate Heart College (CA) 6
Incarnate Word College (TX) 64
Indiana Central University 18
Indiana State University 18
Indiana State University—Evansville 18
Indiana University 18
Indiana University of Pennsylvania 57
Indiana University Southeast 18
Inter-American University of Puerto Rico 75
Iona College (NY) 44
Iowa State University 20
Iowa, The University of 21
Iowa Wesleyan College 20

j

Jackson State University (MS) 34
Jacksonville State University (AL) 1
Jarvis Christian College (TX) 64
Jersey City State College (NJ) 40
John Brown University (AR) 4
John Carroll University (OH) 51
Johnson C. Smith University (NC) 47
Judson College (AL) 1

k

Kalamazoo College (MI) 30
Kansas State College of Pittsburg 22
Kansas State University 22
Kansas, The University of 22
Kean College of New Jersey 41
Kearney State College (NB) 39
Keene State College (NH) 40
Kent State University (OH) 51
Kentucky State University 23
Kentucky, University of 24
King's College (PA) 57
Knox College (IL) 15
Knoxville College (TN) 62
Kutztown State College (PA) 57

l

La Verne College (CA) 6
Ladycliff College (NY) 44
Lafayette College (PA) 57
Lake Erie College (OH) 51
Lakeland College (WI) 73
Lamar University (TX) 65
Lambuth College (TN) 62
Lane College (TN) 62
Le Moyne College (NY) 44
Lee College (TN) 62
Lehigh University (PA) 57
Lenoir Rhyne College (NC) 47
Lesley College (MA) 29
Lewis and Clark College (OR) 54
Lewis and Clark State College (ID) 14
Lincoln University (MO) 35
Lindenwood Colleges, The (MO) 36
Linfield College (OR) 55
Livingston University (AL) 2
Livingstone College (NC) 47
Lock Haven State College (PA) 57
Longwood College (VA) 69
Loras College (IA) 20
Loretto Heights College (CO) 7
Louisiana College 24
Louisiana State University in Shreveport 24

Louisiana State University and Agricultural and Mechanical College ... 24
Louisiana Technical University ... 24
Louisville, University of (KY) ... 24
Lowell, University of (MA) ... 29
Loyola University (LA) ... 25
Loyola University of Chicago (IL) ... 15
Luther College (IA) ... 20

m

Macalester College (MN) ... 33
MacMurray College (IL) ... 15
Madison College (VA) ... 69
Madonna College (MI) ... 31
Maine at Farmington, University of ... 26
Maine at Orono, University of ... 26
Maine at Portland-Gorham, University of ... 26
Maine at Presque Isle, University of ... 26
Malone College (OH) ... 51
Manchester College (IN) ... 18
Manhattan College (NY) ... 44
Mankato State University (MN) ... 33
Marian College (IN) ... 18
Marian College of Fond Du Lac (WI) ... 73
Marion College (IN) ... 18
Marist College (NY) ... 44
Marquette University (WI) ... 73
Mars Hill College (NC) ... 48
Marshall University (WV) ... 72
Mary Hardin-Baylor College (TX) ... 65
Marycrest College (IA) ... 20
Marygrove College (MI) ... 31
Maryland, Baltimore County, University of ... 27
Maryland, Eastern Shore, University of ... 27
Maryland, University of ... 27
Marymount College of Kansas ... 22
Maryville College (MO) ... 36
Massachusetts, University of ... 29
Mayville State College (ND) ... 49
McNeese State University (LA) ... 25
Medaille College (NY) ... 44
Memphis State University (TN) ... 62
Mercer University (GA) ... 12
Mercy College (NY) ... 44
Mercy College of Detroit (MI) ... 31
Meredith College (NC) ... 48
Metropolitan State College (CO) ... 8
Miami, University of (FL) ... 11
Miami University (OH) ... 51
Michigan, Dearborn, University of ... 31
Michigan State University ... 31
Michigan, University of ... 31
Mid-America Nazarene College (KS) ... 22
Middle Tennessee State University ... 62
Midland Lutheran College (NB) ... 39
Midwestern University (TX) ... 65
Millersville State College (PA) ... 57
Milligan College (TN) ... 62
Minnesota, Duluth, University of ... 33
Minnesota, Morris, University of ... 34
Minnesota, University of ... 33
Minot State College (ND) ... 49
Misericordia, College of (PA) ... 56
Mississippi College ... 34
Mississippi State University ... 34
Mississippi University for Women ... 34
Mississippi, University of ... 35
Mississippi Valley State University ... 34
Missouri Southern State College ... 36
Missouri Valley College ... 36
Missouri Western State College ... 36
Missouri-Columbia, University of ... 37
Missouri-Kansas City, University of ... 37
Missouri-St. Louis, University of ... 37
Mobile College (AL) ... 2
Monmouth College (IL) ... 15
Montana State University ... 38
Montana, University of ... 38
Montclair State College (NJ) ... 41
Montevallo, University of (AL) ... 2
Moorhead State University (MN) ... 33
Moravian College (PA) ... 57
Morehead State University (KY) ... 23
Morgan State University (MD) ... 27
Morningside College (IA) ... 20
Morris Brown College (GA) ... 12
Morris College (SC) ... 60
Morris Harvey College (WV) ... 72
Mount Marty College (SD) ... 61
Mount Mary College (WI) ... 73
Mount Mercy College (IA) ... 20
Mount Saint Joseph, College of (OH) ... 50
Mount Saint Vincent-on-Hudson, College of (NY) ... 44
Mount Union College (OH) ... 51
Mount Vernon Nazarene College (OH) ... 51
Muhlenberg College (PA) ... 57
Mundelein College (IL) ... 16
Murray State University (KY) ... 23
Muskingum College (OH) ... 51

n

Nasson College (ME) ... 26
National College of Education (IL) ... 16
Nazareth College (MI) ... 31
Nebraska at Omaha, University of ... 39
Nebraska Wesleyan University ... 39
Nebraska-Lincoln, University of ... 39
Nevada, Las Vegas, University of ... 39
Nevada, Reno, University of ... 40
New Hampshire, University of ... 40

New Mexico State University 42
New Mexico, University of 42
New Orleans, University of (LA) 26
New Rochelle, The College of (NY) 44
New York University 44
Newberry College (SC) 60
Nicholls State University (LA) 25
Norfolk State College (VA) 69
North Adams State College (MA) 29
North Alabama, University of 2
North Carolina Agricultural and
Technical State University 48
North Carolina at Chapel Hill, University of 48
North Carolina at Charlotte, The University of 48
North Carolina at Greensboro, The University of 49
North Carolina Central University 48
North Carolina State University at Raleigh 48
North Dakota State University 49
North Dakota, University of 49
North Florida, University of 11
North Georgia College 12
North Park College (IL) 16
North Texas State University 65
Northeast Louisiana University 25
Northeast Missouri State University 36
Northeastern Illinois University 16
Northeastern Oklahoma State University 53
Northeastern University (MA) 29
Northern Arizona University 3
Northern Colorado, University of 8
Northern Illinois University 18
Northern Iowa, University of 21
Northern Kentucky State College 23
Northern Michigan University 31
Northern Montana College 38
Northern State College (SD) 61
Northwest Missouri State University 36
Northwest Nazarene College (ID) 14
Northwestern College (IA) 20
Northwestern Oklahoma State University 53
Northwestern State University (LA) 25
Northwestern University (IL) 18
Notre Dame College (NH) 40
Notre Dame College (OH) 51
Notre Dame, College of (CA) 6
Notre Dame, University of (IN) 19

o

Oakland City College (IN) 18
Oakland University (MI) 31
Oberlin College (OH) 51
Oglethorpe University (GA) 12
Ohio Dominican College 51
Ohio Northern University 52
Ohio State University, The 52
Ohio University 52
Ohio Wesleyan University 52
Oklahoma Baptist University 53
Oklahoma Christian College 53
Oklahoma Panhandle State University 54
Oklahoma State University 54
Oklahoma, University of 54
Old Dominion University (VA) 69
Olivet Nazarene College (IL) 16
Oral Roberts University (OK) 54
Oregon College of Education 55
Oregon State University 55
Oregon, University of 55
Otterbein College (OH) 52
Ouachita Baptist University (AR) 4
Our Lady of The Lake University (TX) 65

p

Pace University (NY) 45
Pacific College (CA) 6
Pacific Lutheran University (WA) 70
Pacific University (OR) 55
Pacific, University of the (CA) 7
Pan American University (TX) 65
Pembroke State University (NC) 48
Pennsylvania State University, The 57
Pennsylvania, University of 58
Pepperdine University (CA) 6
Peru State College (NB) 39
Philander Smith College (AR) 4
Phillips University (OK) 54
Pittsburgh, University of (PA) 58
Plymouth State College (NH) 40
Point Loma College (CA) 6
Portland State University (OR) 55
Prairie View Agricultural and
Mechanical College (TX) 65
Providence College (RI) 59
Puerto Rico, University of 75
Puget Sound, University of (WA) 71
Purdue University (IN) 19

q

Queens College of The City University of New York 43
Quincy College (IL) 16

r

Radford College (VA) 69
Ramapo College of New Jersey 41
Regis College (CO) 8
Rhode Island College 59
Rhode Island, University of 59
Rice University (TX) 65

Richmond College of The City University of New York ... 43
Rider College (NJ) ... 41
Rio Grande College (OH) ... 52
Ripon College (WI) ... 73
Rochester, The University of (NY) ... 46
Rockhurst College (MO) ... 36
Rocky Mountain College (MT) ... 38
Roosevelt University (IL) ... 16
Rutgers University (NJ) ... 41

S

Saginaw Valley State College (MI) ... 31
Saint Ambrose College (IA) ... 20
Saint Andrews Presbyterian College (NC) ... 48
Saint Anselm's College (NH) ... 40
Saint Augustines College (NC) ... 48
Saint Benedict, College of (MN) ... 32
Saint Catherine, College of (MN) ... 32
Saint Cloud State University (MN) ... 33
Saint Edward's University (TX) ... 65
Saint Elizabeth, College of (NJ) ... 40
Saint Francis College (PA) ... 57
Saint Francis, College of (IL) ... 14
Saint John Fisher College (NY) ... 45
Saint John's University (NY) ... 45
Saint John's University (MN) ... 33
Saint Joseph's College (ME) ... 26
Saint Joseph's College (PA) ... 57
Saint Joseph's College (IN) ... 19
Saint Louis University (MO) ... 36
Saint Mary College (KS) ... 22
Saint Mary of the Plains College (KS) ... 22
Saint Mary's College of Maryland ... 27
Saint Mary's College (MN) ... 33
Saint Mary's College (IN) ... 19
Saint Mary's Dominican College (LA) ... 25
Saint Mary's University (TX) ... 65
Saint Norbert College (WI) ... 73
Saint Olaf College (MN) ... 33
Saint Peter's College (NJ) ... 41
Saint Rose, The College of (NY) ... 44
Saint Scholastica, College of (MN) ... 32
Saint Teresa, College of (MN) ... 32
Saint Thomas Aquinas College (NY) ... 45
Saint Thomas, College of (MN) ... 32
Saint Thomas, University of (TX) ... 67
Salem College (WV) ... 72
Salem State College (MA) ... 29
Salisbury State College (MD) ... 27
Salve Regina, The Newport College (RI) ... 59
Sam Houston State University (TX) ... 66
Samford University (AL) ... 2
San Diego, Alcala Park, University of (CA) ... 7
San Diego State University (CA) ... 6
San Francisco State University (CA) ... 7
San Jose State University (CA) ... 7
Sangamon State University (IL) ... 16
Savannah State College (GA) ... 12
School of the Ozarks, The (MO) ... 36
Science and Arts of Oklahoma, University of ... 54
Scranton, University of (PA) ... 58
Seattle Pacific College (WA) ... 71
Seattle University (WA) ... 71
Seton Hall University (NJ) ... 41
Shaw University (NC) ... 48
Shepherd College (WV) ... 72
Shippensburg State College (PA) ... 58
Silver Lake College of the Holy Family (WI) ... 74
Simpson College (IA) ... 20
Sioux Falls College (SD) ... 61
Slippery Rock State College (PA) ... 58
South Alabama, University of ... 3
South Carolina State College ... 60
South Carolina, University of ... 60
South Dakota State University ... 61
South Dakota, University of ... 61
South Florida, University of ... 11
Southeast Missouri State University ... 36
Southeastern Louisiana University ... 25
Southeastern Oklahoma State University ... 54
Southern California, University of ... 7
Southern Colorado, University of ... 8
Southern Illinois University at Edwardsville ... 17
Southern Illinois University at Carbondale ... 16
Southern Methodist University (TX) ... 66
Southern Missionary College (TN) ... 63
Southern Mississippi, University of ... 35
Southern Oregon College ... 55
Southern State College (AR) ... 4
Southern University and Agricultural and Mechanical College (LA) ... 25
Southern Utah State College ... 68
Southwest Baptist College (MO) ... 36
Southwest Minnesota State University ... 33
Southwest Missouri State University ... 37
Southwest Texas State University ... 66
Southwestern Louisiana, University of ... 25
Southwestern Oklahoma State University ... 54
Southwestern University (TX) ... 66
Spalding College (KY) ... 24
Spring Hill College (AL) ... 2
Stanford University (CA) ... 7
State University of New York, College at Buffalo ... 46
State University of New York, College at Potsdam ... 46
State University of New York, College of Arts and Sciences at Oneonta ... 45
State University of New York, College at Fredonia ... 46
State University of New York, College at Cortland ... 46
State University of New York, College of Arts & Science at Oswego ... 45

State University of New York at Albany 45
State University of New York at Buffalo 45
State University of New York, College of Arts and Science at Plattsburgh 45
Stephen F. Austin State University (TX) 66
Stephens College (MO) 37
Sterling College (KS) 22
Stetson University (FL) 11
Steubenville, The College of (OH) 50
Suffolk University (MA) 29
Susquehanna University (PA) 58
Syracuse University (NY) 46

T

Tabor College (KS) 22
Tarleton State College (TX) 66
Taylor University (IN) 19
Teachers College, Columbia University (NY) 46
Temple University (PA) 58
Tennessee at Chattanooga, University of 63
Tennessee at Knoxville, University of 63
Tennessee at Martin, University of 63
Tennessee at Nashville, University of 63
Tennessee State University 63
Tennessee Technological University 63
Tennessee Wesleyan College 63
Texas A & I University 66
Texas A & I University at Corpus Christi 66
Texas Agricultural and Mechanical University 66
Texas at Austin, University of 67
Texas at El Paso, University of 67
Texas at San Antonio, University of 67
Texas Christian University 66
Texas College 66
Texas Southern University 67
Texas Technical University 67
Texas Wesleyan College 67
Texas Woman's University 67
Toledo, The University of (OH) 52
Towson State College (MD) 27
Trenton State College (NJ) 41
Trevecca Nazarene College (TN) 63
Trinity College (DC) 10
Trinity College (VT) 68
Trinity University (TX) 67
Troy State University (AL) 2
Tufts University (MA) 29
Tulane University (LA) 25
Tulsa, The University of (OK) 54
Tuskegee Institute (AL) 2

U

Union College (NB) 39
Union University (TN) 63
Upper Iowa University
Upsala College (NJ) 4
Urbana College (OH)
Utah State University 6
Utah, University of 6

V

Valdosta State College (GA) 1
Valley City State College (ND) 4
Valparaiso University (IN) 1
Vermont, The University of 6
Villa Maria College (PA)
Virgin Islands, College of The 7
Virginia Commonwealth University 7
Virginia Polytechnic Institute and State University 7
Virginia State College 7
Virginia, University of 7
Virginia Wesleyan College 7
Viterbo College (WI) 7
Voorhees College (SC) 6

W

Walla Walla College (WA) 7
Wartburg College (IA) 2
Washburn University of Topeka (KS) 2
Washington State University
Washington University (MO) 3
Washington, University of
Wayland Baptist College (TX) 6
Wayne State College (NB) 3
Wayne State University (MI) 3
Weber State College (UT) 6
Webster College (MO) 3
Wesleyan College (GA) 1
West Chester State College (PA)
West Florida, The University of 1
West Georgia College 1
West Liberty State College (WV) 7
West Texas State University 6
West Virginia College of Graduate Studies 7
West Virginia Institute of Technology 7
West Virginia State College 7
West Virginia University 7
West Virginia Wesleyan College 7
Western Carolina University (NC) 4
Western Connecticut State College
Western Illinois University 1
Western Kentucky University 2
Western Maryland College 2
Western Michigan University 3
Western Montana College 3
Western New Mexico University 4
Western State College of Colorado
Western Washington State College 7

Westfield State College (MA) 29
Westmar College (IA) 21
Wheaton College (IL) 17
Whitworth College (WA) 71
Wichita State University (KS) 23
Widener College (PA) 58
Wiley College (TX) 68
Wilkes College (PA) 58
William and Mary in Virginia, The College of 69
William Jennings Bryan College (TN) 63
William Jewell College (MO) 37
William Paterson College of New Jersey 41
William Penn College (IA) 21
William Woods College (MO) 37
Wilmington College (OH) 53
Winona State University (MN) 34
Winston-Salem State University (NC) 49
Winthrop College (SC) 60
Wisconsin-Eau Claire, University of 74
Wisconsin-Green Bay, University of 74
Wisconsin-La Crosse, University of 74
Wisconsin-Madison, University of 74
Wisconsin-Milwaukee, University of 74
Wisconsin-Oshkosh, University of 74
Wisconsin-Platteville, University of 74
Wisconsin-River Falls, University of 74
Wisconsin-Stevens Point, University of 74
Wisconsin-Stout, University of 75
Wisconsin-Superior, University of 75
Wisconsin-Whitewater, University of 75
Wittenburg University (OH) 53
Worcester State College (MA) 30
Wright State University (OH) 53
Wyoming, The University of 75

X

Xavier University of Louisiana 26

Y

Yankton College (SD) 61
Yeshiva University (NY) 46
York College of The City University of New York 43
Youngstown State University (OH) 53

Appendix I

EDUCATIONAL ORGANIZATIONS

1. National Association of State Directors of Vocational Education (NASDVE)
   1510 H St., N.W.
   Washington, D.C. 20005

2. National Council of Local Administrators of Vocational Education and Practical Arts (NCLA)
   Trade and Technical Education
   Board of Education, City of New York
   66 Rugby Rd.
   Brooklyn, N.Y. 11226

3. Foundation for Gifted and Creative Children
   395 Diamond Hill Rd.
   Warwick, RI 02886

4. National Association For Creative Children and Adults (Gifted) (NACCA)
   8080 Sprongvalley Dr.
   Cincinnati, Ohio 45236

5. Division for the Visually Handicapped
   c/o Dr. Richard G. Umsted, Supt.
   Illinois School for the Blind
   Jackson, Il. 60637

6. Human Resources Center (Handicapped) (HRC)
   I.U. Willets Rd.
   Albertson, N.Y. 11507

7. Research And Demonstration Center for the Education of Handicapped Children And Youth
   Teachers College
   Columbia University
   New York, N.Y. 10027

8. Country Day School Headmasters Association of the U.S. (CDSHA)
   .Gulf Stream School
   Deltray Beach, Fl. 33444

9. Headmasters Association
   Barstow School
   11511 State Line
   Kansas City, MO 64114

10. Association for Humanistic Education (Humanities) (AHE)
    School of Education
    West Georgia College
    Carrollton, GA 30117

11. Education Exploration Center (Alternative Education) (EEC)
    3104 16th. Ave. S.
    Minneapolis, MN 55407

12. National Association of Pupil Personnel Administrators
(Administration) (NAPPA)
Asst. Supt. Pupil Services
Mesa Public Schools
Mesa, AZ 85202

13. National Middle School Resource Center (NMSRC)
Indianapolis Public Schools
120 E. Walnut St.
Indianapolis, IN 46204

14. National Council on Measurement in Education (NCME)
Office of Learning and Evaluation Services
Michigan State University
East Lasing, MI 48824

15. National Middle School Association (NMSA)
P.O. BOX 968
Fairborn, OH 45324

16. Jewish Teachers Association- Morim
45 E. 33rd. St.
New York, NY 10016

17. National Association of Hebrew Day School Administrators
(Jewish) (NAHDSA)
229 Park Ave. S.
New York, NY 10003

18. National Art Education Association
1916 Association Drive
Reston, VA 22091

19. Council For Basic Education
725 15th Street, NW
Washington, DC 20005

20. National Alliance of Black School Educators
P.O. Box 22613
Sacramento, CA 95831

21. National Association of Christian Schools
P.O. Box 550
Wheaton, IL 60187

22. National Association of School Counselors
1201 16th Street, NW
Washington, DC 20036

23. National Catholic Guidance Conference
160 Locust Avenue
Scarsdale, NY 10583

24. Creative Education Foundation
1300 Elmwood Avenue
Buffalo, NY 14222

25. American Association of School Administrators
1801 N. Moore Street
Arlington, VA 22209

26. American Federation of School Administrators
110 E. 42nd Street
New York, NY 10017

27. National Association of Educational Secretaries
1801 N. Moore Street
Arlington, VA 22209

28. Education Development Center
55 Chapel Street
Newton, MA 02160

29. National Commission on Resources for Youth
36 W. 44th Street
New York, NY 10036

30. National Society for The Study of Education
5835 Kimbark Avenue
Chicago, IL 60637

31. Council of The Great City Schools
1707 H Street, NW Fifth Floor
Washington, DC 20006

32. Center for New Schools
59 E. Van Buren
Chicago, IL 60605

33. National Association of State Supervisors
and Directors of Secondary Education
P.O. Box 8717, BWI Airport
Baltimore, MD 21240

34. National Association of Hebrew Day School
229 Park Avenue S.
New York, NY 10003

35. Educational Career Services/Health
Career Service
12 Nassau Street
Box 672
Princeton, NJ 08540

36. Free Learning Exchange
305 Riverside Drive, Room 7E
New York, NY 10025

37. National Association of Elementary School Principals
1801 N. Moore Street
Arlington, VA 22209

38. National Association of Principals of Schools for Girls
910 Lathrop Drive
Stanford, CA 94305

39. National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091

40. Association of Career Training Schools
Box 20345
Jackson, MD 39209

41. Foundation for Public Relations Research and Education
845 Third Avenue
New York, NY 10022

42. National School Public Relations Association
1801 N. Moore Street
Arlington, VA 22209

43. Associated Public School Systems
Teachers College, Columbia University
New York, NY 10027

44. Association for Childhood Education International
3615 Wisconsin Avenue, NW
Washington, DC 20016

45. Association for Clinical Pastoral Education, INC.
475 Riverside Drive, Room 450
New York, NY 10027

46. Association for Counselor Education and Supervision
1607 New Hampshire Ave., NW
Washington, DC 20009

47. Association for Education of the Visually Handicapped
919 Walnut Street
Fourth Floor
Philadelphia, PA 19107

48. Association for Humanistic Education and Development
1607 New Hampshire Ave, NW
Washington, DC 20009

49. Association for Measurement and Evaluation in Guidance
1607 New Hampshire Ave., NW
Washington, DC 20009

50. Association for Specialists in Group Work
1607 New Hampshire Ave., NW
Washington, DC 20009

51. Association for The Education of TEachers in Science
College of Education
University of Toledo
Toledo, OH 43606

52. Eastern States Association for Teacher Education
University of Maine
Presque Isle, ME 04769

53. National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091

54. National Association of State Directors of Special Education
1201 16th Street, NW Suite 610E
Washington, DC 20036

55. National Association of State Directors of Vocational Education
1510 H Street, NW
Washington, DC 20005

56. National Association of STate Supervisors and
Directors of Secondary Education
Building 6, Room B-318
Department of Education
Charleston, WV 25305

57. National Association of Student Personnel Administrators
Portland State University, P.O. Box 751
Portland, OR 97207

58. National Association of Teachers of Singing, INc.
250 West 57th Street
New York, NY 10019

59. National Association of the Deaf
814 Thayer Ave.
Silver Spring, MD 20910

60. National Association of Trade and Technical Schools
2021 L Street, NW
Washington, DC 20036

61. National Association of Training Schools and
Juvenile Agencies
5256 North Central Ave.
Indianapolis, IN 46220

62. National Business Education Association
1906 Association Drive
Reston, VA 22091

63. National Catholic Educational Association
One Dupont Circle, NW, Suite 350
Washington, DC 20036

64. National Christian School Education Association
464 Malin Road
Newtown Square, PA 19073

65. Student National Education Association
1201 16th Street
NW, Room 401
Washington, DC 20036

66. Teacher Information Center
61 Surrey Lane
Sudbury, MA 01776

67. Teachers' Educational Council
599 South Livingston Ave.
Livingston, NJ 07039

68. University and College Theatre Association
1029 Vermont Ave.
NW Washington, DC 20005

69. Iota Lambda Sigma (Vocational and Industrial Education)
Russell Hall
Northwestern State University
Natchitoches, LA 71457

70. International Association of Counseling Services, Inc.
1607 New Hamshire Ave., NW Washington, DC 20009

71. International Association of Schools of Social Work
345 East 46th Street
New York, NY 10017

266

72. International Association of Theatre for Young
People and Children
The Meeting Center
Empire State Plaza
Albany, NY 12223

73. International Council on Education for Teaching
One Dupont Circle, NW, Suite 610
Washington, DC 20036

74. International Schools Services
P.O. Box 5910
126 Alexander Street
Princeton, NJ 08540

75. International Society for Education Through Art
100 Walnut Street
Newtonville, MA 02170

76. National Committee for Citizens in Education
Wilde Lake Village Green
Suite 410
Columbia, MD 21044

77. National Community Education Association
1017 Avon Street
Flint, MI 48503

78. National Conference on Research in English
School of Education
University of Miami
Coral Gables, FL 33124

79. National Congress of Parents and Teachers
700 North Rush Street
Chicago, IL 60611

80. National Council for the Social Studies
2030 M Street, NW
Washington, DC 20036

81. National Council of Administrative Women in Education
1815 Fort Myer Drive
North Arlington, VA 22209

82. National Council of State Education Associations
1201 16th Street, NW
Washington, DC 20036

83. National Council of Teachers of English
111 Kenyon Road
Urbana, IL 61801

84. National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091

86. National Retired Teachers Association
1909 K St., NW. Washington, D.C. 20049

87. National Science Teachers Association
1742 Connecticut Ave.
NW Washington, D.C. 20009

88. National Study of School Evaluation
2201 Wilson Blvd.
Arlington, Va. 22201

89. Jesuit Secondary Education Association
1717 Massachusetts Ave.
N.W. Suite 402
Washington, D.C. 20036

90. Jewish Teachers Association-Morim
45 East 33rd St.
New York, N.Y. 10016

91. Lutheran Education Association
7400 Augusta
River Forest, Ill. 60305

92. National Association of Christian Schools
Box 550
Wheaton, Ill. 60187

93. National Association of Schools and Colleges of the
United Methodist Church
1001 19th. Ave. South
P.O. Box 871
Nashville, Tenn. 37202

94. National Union of Christian Schools
865 28th. St. SE
Grand Rapids, Mich. 49508

95. Torah Umesorah-National Society for Hebrew Day Schools
229 Park Ave. South
New York, N.Y. 10003

96. American Association of School Personnel Administrators (AASPA)
6483 Tanflewood Lane
Seven Hills, OH 44131

97. National Association of Student Personnel Administrators (NASPA)
Central Office, Portland State Univ.
P.O. Box 751
Portland, OR 97207

98. National Association of Episcopal Schools (NAES)
815 Second Ave.
New York, New York 10017

99. National Council of State Consultants in Elementary Education (NCSCEE)
5628 Massachusetts Ave. N.W.
Washington, D.C. 20016

100. Society for Academic Achievement (Scholarship) (SAA)
220 W.C.U.Blg.
510 Main St.
Quincy, IL. 62301

101. New England School Development Council (NESDEC)
55 Chapel St.
Newton, MA 02160

102. Educational Research Service (ERS)
1800 N. Kent St.
Arlington, VA 22209

103. Institute of Educational Research (IER)
4828 16th. St. N.W.
Washington, D.C. 20011

104. Association for Continuing Professional Education (Teacher Education) (ACPE)
c/o Dr. John J. Dlabal, Jr.
College of Education
Northern Illinois University
DeKalb, Il 60115

105. Council of Administrators of Special Education (CASE)
c/o Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091

106. Council for Children with Behavioral Disorders (Special Education) (CCBD)
1920 Association Dr.
Reston, VA 22091

107. National Association of Private Schools for Exceptional Children (Special Educat
(NAPSEC)
7700 Miller Rd.
Miami, Fl. 33155

108. National Association of State Directors of Special Education
1201 16th. St. NW Suite 60 1E
Washington, D.C. 20036

(Authors and Publishing Companies)

Appendix J

LIST OF PERSONS AND PLACES WHO HAVE RECEIVED LETTER

1. Dr. J. R. Latourette
Beacon Press Inc.
25 Beacon Street
Boston, MA 02108

2. Dr. J. Levin
Research for Better Schools
1700 Market Street
Philadelphia, PA 19103

3. Dr. W. J. Limbacher
George A. Plaum/Standard
2285 Arbor Boulevard
Dayton, OH 45439

4. Dr. V. Powers
Q.E.D. Productions
Box 24
San Francisco, CA 94101

5. Dr. C. Presno
Prentice-Hall Inc.
Englewood Cliffs, NJ 07632

6. Dr. V. Presno
Prentice-Hall Inc.
Englewood Cliffs, NJ 07632

7. Reader's Digest Service
Educational Division
Pleasantville, NY 10570

8. Dr. E. Darling
Beacon Press Inc.
25 Beacon Street
Boston, MA 02108

9. Dr. H. J. Holleroth
Beacon Press Inc.
25 Beacon Street
Boston, MA 02108

10. Dr. F. M. King
Laidlaw Brothers
Thatcher and Madison
River Forest, IL 60305

11. Dr. D. K. Bracken
Laidlaw Brothers
Thatcher and Madison
River Forest, IL 60305

12. Dr. M. Sloan
Laidlaw Brothers
Thatcher and Madison
River Forest, IL 60305

13. Dr. J. T. Landis
Prentice-Hall Inc.
Englewood Cliffs, NJ 07632

14. Dr. M. G. Landis
Prentice-Hall Inc.
Englewood Cliffs, NJ 07632

15. Media Materials
409 W. Cold Spring Lane
Baltimore, MD 21210

16. Dr. W. C. Menninger
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

17. NEA
Color, Doubleday and Company
2451 Park Avenue
New York, NY 10017

18. Dr. B. L. Newgarten
SRA Junior Guidance Series
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

19. Pennant Educational Materials
P.O. Box 20633
San Diego, CA 92120

20. Dr. R. Lippitt
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

21. Dr. R. Fox
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

22. Dr. L. Shaible
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

23. Dr. J. Cosmos
Argus Communication
7440 Natchez
Niles, IL 60648

24. Dr. J. O'Connell
Argus Communication
7440 Natchez
Niles, IL 60648

25. Dr. R. S. Crutchfield
University of California
Berkeley, CA 94720

26. Dr. D. Dinkmeyer
American Guidance Service
Publishers Building
Circle Pines, MN 55014

27. Dr. C. Dodder
Beacon Press Inc.
25 Beacon Street
Boston, MA 02108

28. Education Development Center
Harvard University
Larsen Hall
Cambridge, MA 02138

29. Environmental Studies Project
American Geological Institute
5205 Leesburg Pike
Falls Church, VA 22041

30. Dr. G. A. Ford
NTL Learning Resources
Fairfax, VA

31. Dr. J. J. Franco
American Book Company
Division of Litton Ed. Publishing
450 W. 33rd Street
New York, NY 10001

32. Dr. A. M. Freed
Jalmar Press Inc.
391 Munro Street
Sacramento, CA 95825

33. Dr. H. Goldstein
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

34. Guidance Associates
Harcourt Brace Jovanovich
757 Third Avenue
New York, NY 10017

35. Dr. W. Harmin
Addison-Wesley Publishing Company
Jacob Way
Reading, MA 01867

36. Dr. R. Haynes
Bowmar Publishing Company
622 Rodier Drive
Glendale, CA 91201

37. Dr. B. Woodbridge
Bowmar Publishing Company
622 Rodier Drive
Glendale, CA 91201

38. Dr. R. F. Heber
Advanced Learning Concepts
205 W. Highland Avenue
Milwaukee, WI 53203

39. Dr. H. Garber
Advanced Learning Concepts
205 W. Highland Avenue
Milwaukee, WI 53203

40. Dr. I. Unruh
Science Research Associates
IBM E. 259 Erie Street
Chicago, IL 60611

41. Dr. M. Chesler
Science Research Associates
IBM E. 259 Erie Street
Chicago, IL 60611

42. Dr. D. C. Charles
Keystone Education Press
1700 Broadway - 26th Floor
New York, NY 10019

43. Dr. D. Tabor
Education Ventures Inc.
Court Street
Middletown, CT 06457

44. Dr. J. McIntyre
Education Ventures Inc.
Court Street
Middletown, CT 06457

. Dr. J. L. Anderson
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

46. Dr. C. J. Lang
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

47. Dr. V. R. Scott
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

48. Dr. P. Arlin
Argus Communications
7440 Natchez Avenue
Niles, IL 60648

49. Dr. V. C. Arnspiger
Steck-Vaugh
P.O. Box 2028
Austin, TX 78767

0. Dr. J. A. Brill
Steck-Vaugh
P.O. Box 2028
Austin, TX 78767

51. Dr. W. R. Rucker
Steck-Vaugh
P.O. Box 2028
Austin, TX 78767

52. Dr. T. Berger
Behavioral Publications
Human Sciences Inc.
72 Fifth Avenue
New York, NY 10011

53. Dr. H. Bessell
Human Development Training Institute
7574 University Avenue
La Mesa, CA 92041

54. Dr. V. H. Palomares
Human Development Training Institute
7574 University Avenue
La Mesa, CA 92041

5. Dr. P. F. Brandwein
Harcourt, Brace and World
757 Third Avenue
New York, NY 10017

56. Dr. M. C. Cosgrove
Science Research Associates
IBM 259. E. Erie Street
Chicago, IL 60611

57. Dr. M. I. Josey
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

58. Dr. C. G. Wrenn
American Guidance Service
Publishers Building
Circle Pines, MN 55014

59. Dr. S. Schwarzrock
American Guidance Service
Publishers Building
Circle Pines, MN 55014

60. Dr. F. Shaftel
Holt, Rinehart and Winston Inc.
383 Madison Avenue
New York, NY 10036

61. Dr. H. C. Wells
Combined Motivation
Education Systems
Chicago, IL 60611

62. Drs. A. Sferra, M. E. Wright and
L. A. Rice
Gregg Publishing Division
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10036

63. Dr. J. Schrank
Argus Communications
7440 Natchez Avenue
Niles, IL 60648

64. Scholastic Magazine
Inside Out Productions
50 W. 44th Street
New York, NY 10036

65. Dr. H. Schacter
Science Research Associates
IBM 259 E. Erie Street
Chicago, IL 60611

66. Dr. D. Sohn
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

67. Synectics
Harper & Row
10 E. 53rd Street
New York, NY 10022

68. Throkal Chemical Company
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10036

69. Dr. J. Thomas
Research for Better Schools
1700 Market Street
Philadelphia, PA 19103

70. Dr. A. Urban
Combined Motivation
Education Systems
Rosemont, IL 60125

71. Dr. R. L. Wellingham
Goals Unlimited
Amarillo, TX 79016

Appendix K

52 Largest City Districts

1. New York City Schools
New York, New York 11201

2. City of Chicago School District
Chicago, Ill. 60601

3. Los Angeles Unif.
Los Angeles, California 90051

4. Philadelphia City School District
Philadelphia, Pa. 19103

5. Detroit City School District
Detroit, Michigan 48202

6. Houston (ISD) School District
Houston, Texas 77027

7. Baltimore City School District
Baltimore, Maryland 21218

8. Dallas (ISD) School District
Dallas, Texas 75204

9. San Diego City Unif.
San Diego, California 92103

10. San Antonio (ISD) School District
San Antonio, Texas 78210

11. Indianapolis School District
Indianapolis, Indiana 46204

12. District of Columbia School District
Washington, D.C. 20004

13. Hawaii School District
Honolulu, Hawaii 96804

14. Milwaukee School District
Milwaukee, Wisconsin 53201

15. Phoenix Elementary 001 School District
Phoenix, Arizona 85004

16. Phoenix Union High 210
Phoenix, Arizona 85017

17. San Francisco Unif. School District
San Francisco, California 92383

18. Memphis City School District
    Memphis, Tenn. 38103

19. Cleveland School District
    Cleveland, Ohio 44114

20. Boston School District
    Boston, Mass. 02108

21. Duval County School District
    Jacksonville, Fla. 32202

22. Orleans Parish
    New Orleans, La. 70130

23. San Jose Unif. School District
    San Jose, Cal. 95126

24. Columbus School District
    Columbus, Ohio 43215

25. St. Louis City School District
    St. Louis, Mo. 63101

26. Seattle School District
    Seattle, Washington 98109

27. Denver School District
    Denver, Colorado 80202

28. Kansas City 33 School District
    Kansas City, Mo. 64106

29. Pittsburgh City School District
    Pittsburgh, Pa. 15213

30. Nashville-Davidson County School District
    Nashville Davidson, Tenn. 37204

31. Atlanta City School District
    Atlanta, Ga. 30303

32. Cinncinnati School District
    Cinncinnati, Ohio 45202

33. Buffalo City School District
    Buffalo, NY 14202

34. El Paso (ISD) School District
    El Paso, Texas 79999

35. Minneapolis Special School District
    Minneapolis, Minn. 55413

36. Omaha 001 School District
Omaha, Nebraska 68131

37. Toledo School District
Toledo, Ohio 43608

38. Oklahoma City School District
Oklahoma City, Oklahoma 73106

39. Dade County School District
Miami, Florida 33132

40. Fort Worth (ISD) School District
Fort Worth, Texas 76107

41. Portland 01J School District
Portland, Oregon 97208

42. Newark, New Jersey School District
Newark, New Jersey 07102

43. Louisville City School District
Louisville, Kentucky 40202

44. Long Beach Unified School District
Long Beach, California 90813

45. Tulsa City School District
Tulsa, Oklahoma 74101

46. Oakland City Unified
Oakland, California 94606

47. Austin (ISD) School District
Austin, Texas 78752

48. Tucson School District
Tucson, Arizona 85717

49. East Baton Rouge Parish
Baton Rouge, La. 70821

50. Norfolk City School District
Norfolk, Va. 23510

51. Mecklenburg Co. Charlotte City School District
Charlotte, N.C. 28201

52. Hillsborough County School District
Tampa, Florida 33601

Appendix L

Educational Service Agencies

ALABAMA	Dr. Authur W. Dennis, Director Division of Administration and Finance State Department of Education Montgomery, Alabama 36130	(205) 832-3222
ALASKA	Mrs. Eula Ruby Executive Director Regional Research Centers Alaska Department of Education Pouch F.; State Office Building Juneau, Alaska 99801	(907) 465-2814
ARIZONA	Dr. Sid Borcher Arizona Department of Education 1535 W. Jefferson Phoenix, Arizona	(602) 271-5695
CALIFORNIA	Mr. Glenn W. Hoffman Superintendent Santa Clara County 100 Skyport Drive San Jose, California 95110	(408) 299-1121
COLORADO	Dr. Roy G. Brubacher Assistant Commissioner of Education 201 East Colfax Denver, Colorado 80203	(303) 892-2222
CONNECTICUT	Dr. John J. Allison Capital Regional Education Council 800 Cottage Grove Road, Bldg. 2 Bloomfield, Connecticut 06002	(203) 243-8923
FLORIDA	Mr. Lee Roberts Chief Bureau of Management Systems & Services Department of Education Tallahassee, Florida 32304	(904) 488-2601
GEORGIA	Mr. Gene Aiken, Director Office of Regional Service 266 State Office Building Atlanta, Georgia 30334	(404) 656-2450
HAWAII	Ichiro Fukumoto, Director Planning and Evaluation Services Branch P.O. Box 2360, Honolulu, Hawaii 96804	(808) 548-6485

IDAHO
Jon Fennell (208) 384-3996
State Department of Education
Len B. Jorden State
Office Bldg.
Boise, Idaho 83720

ILLINOIS
Mr. Don Norwood (217) 782-2960
State Department of Education
100 North First Street
Springfield, Illinois 62777

INDIANA
Mr. Randy King (317) 633-5211
Director
Room 229
State House
Indianapolis, Indiana 46204

IOWA
Mr. David J. Gilliland, Consultant (515) 281-4800
Intermediate Unit Resources
Grimes State Office Building
Des Moines, Iowa 50319

MAINE
Ray A. Cook (207) 289-3421
Maine Department of Educational
and Cultural Services
Augusta, Maine 04333

MARYLAND
Dr. Richard McKay (301) 796-8300
State Department of Education
P.O. Box 8717
Baltimore-Washington International Airport
Baltimore, Maryland 21240

MASSACHUSETTS
Mr. John E. Kearney, Director (617) 727-5706
Office of Regional Service
31 St. James Avenue
Boston, Massachusetts 02116

MICHIGAN
Mr. Richard Barnhart (517) 373-3342
State Department of Education
Lansing, Michigan 48902

MINNESOTA
Mr. Floyd Keller (612) 296-9297
State Department of Education
550 Cedar Street, Room 714
Capital Square Building
St. Paul, Minnesota 55101

MISSISSIPPI
John O. Ethridge (601) 354-6938
P.O. Box 771
Jackson, Mississippi 39205

NEBRASKA	Mr. Robert Crosier SEA Project Cooridinator Consultant, School Management Nebraska Department of Education Box 94987 301 Centennial Mall South Lincoln, Nebraska 48509	(402) 471-2444
NEVADA	James P. Costa Nevada Department of Education 400 West King Street Carson City, Nevada 89710	(702) 885- 5700 ext. 270
NEW HAMPSHIRE	H. Stuart Pickard State Department of Education Concord, New Hampshire	(603) 271-2340
HEW JERSEY	Mr. Sherwood S. Wilson State Department of Education 225 West State Street Trenton, New Jersey 08625	(609) 292-8390 984-6316
NEW YORK	Dr. Leo Soucy Director Organization et. al. The State Education Department 675 EBA Albany, New York 12054	(518) 474- 3916
NORTH CAROLINA	Mr. William W. Peek Assistant to State Superintendent Education Building Raleigh, North Carolina 27611	(919) 733-3813
NORTH DAKOTA	Dr. Ronald Torgeson State Capitol Bismarck, North Dakota 58505	(701) 224-2289
OHIO	Mr. William L. Phillis Assistant Superintendent 65 So. Front Street Columbus, Ohio 42315	(614) 466-3175
OKLAHOMA	Mr. Merlin J. Taylor State Administration Officer of Regional Centers 2500 N. Lincoln Oklahoma City, Oklahoma 73105	(405) 521-3351
OREGON	Mr. Milt Baum Excecutive Secretary Education Service District Assoc. Department of Public Instruction 942 Lancaster Drive, NE Salem, Oregon 97310	(503) 378-4771

PENNSYLVANIA	Dr. Robert G. Piatt Special Assn't for Intermediate Units Department of Education Room 344, Box 911 Harrisburg, Pennsylvania 17126	(717) 783-2528
RHODE ISLAND	Mr. Donald Gardner Program Development 22 Hayes Street Providence, Rhode Island 02908	(401) 277-2821
SOUTH CAROLINA	SEA Coordinator State Department of Education Columbia, South Carolina 29201	
SOUTH DAKOTA	F. R. Wanek Deputy State Superintendent Division of Elementary and Secondary Education Pierre, South Dakota	(605) 773-3367
TENNESSEE	Dr. Yvonne Smith State Department of Education 132 Cordell Hull Bldg., Nashville, Tennessee 37219	(615) 741- 7816
TEXAS	Mr. Ernest W. Chambers Director, Regional Program Development 201 East 11th Street Austin, Texas 78701	(512) 475-6400
UTAH	G. Morris Rowley, Administrator Utah State Board of Education 250 E. Fifth South Salt Lake City, Utah 84111	(801) 533-5061
VIRGINIA	Dr. N. Grant Tubbs State Department of Education Box 6-Q Richmond, Virginia 23216	(804) 786-4527
WASHINGTON	Dr. William Ray Broadhead Secretary State Board of Education Old Capitol Building Olympia, Washington 98504	(206) 753-6715
WEST VIRGINIA	Mr. James S. Gladwell Deputy State Superintendent Chaleston, West Virginia 25305	(304) 348-2681

WISCONSIN

Mr. Norman L. Larson (608) 266-3281
Cooperative Education Service Agencies
Superintendent
126 Langdon Street
Madison, Wisconsin 53702

Appendix M

1. Cambridge House, 1900 N. Cambridge Avenue, Milwaukee, Wis. 53202, always includes several workshops focusing on the personal and professional growth of teachers in its program.

2. Center for the Studies of the Person, 1125 Torrey Pines Road, La Jolla, Calif. 92037, was founded by Carl Rogers (author of *Freedom to Learn*). The Center is involved in several major projects to implement humanistic education in the schools.

3. Easlen Instute, Big Sur, Calif. 93920, is the oldest growth center in the country. Its programs are the most extensive offered of any growth center we know of; the Institute always has a host of programs in the area of confluent and humanistic education.

4. National Center for the Exploration of Human Potential, 976 Chalcedony Street, San Diego, Calif. 92109, is very involved in both training and research in the area of humanistic education.

5. New England Center for Personal and Organizational Development, Box 575, Amherst, Mass. 01002, offers workshops in humanistic education and self-concept development with Jack Candield, Warren Timmerman, Gerald Weinstein, and others. Its Gestalt training program, under the direction of Judy Ohlbaum-Canfield, is also excellent.

6. OASIS, 6 West Ontario Street, Chicago, Ill, 60610, is the major growth center in the Midwest. It sponsors a wide range of growth programs, including seminars in affective education.

7. Psychosynthesis Institute, 576 Palo Alto, Calif., 94301, sponsors workshops and training programs in psychosynthesis for educators and other mental health professionals. It also publishes several articles on psychosynthesis and education and publishes a new journal called *Synthesis*.

8. QUEST, 4933 Auburn Avenue, Bethesda, Md. 20014, has been sponsoring workshops in humanistic education with Hal Lyon, author of *Learning to Feel-Feeling to Learn*.

THE NATIONAL CENTER FOR THE STUDY OF
CORPORAL PUNISHMENT
AND ALTERNATIVES IN THE SCHOOLS

TEMPLE UNIVERSITY
Of The Commonwealth System Of Higher Education

Irwin A. Hyman, Ed.D., Director

ADVISORY BOARD

The Hon. Gertrude M. Bacon
Parents Anonymous of New York, Inc
David Bakan, Ph.D.
York University, Toronto
Donald N. Bersoff, Ph.D., J.D.
Univ of Maryland, School of Law
Johns Hopkins Univ
Dept of Psychology
John Cox
Director, Teacher Rights
National Education Association
Norma D. Feshbach, Ph.D.
University of California at Los Angeles
Prof. Herbert L. Foster, Ph.D.
State University of New York at Buffalo
David G. Gil, Ph.D.
Brandeis University
Norman Goldman
tor of Instruction
ducation Assn
E. Gross, Ph.D.
American Psychological Assn
Bernard W. Harleston, Ph.D.
Dean, Faculty of Arts and Sciences
Tufts University
Nat Hentoff
Writer
Marion F. Langer, Ph.D.
American Orthopsychiatric Association
Adah Maurer, Ph.D.
End Violence Against the Next Generation, Inc
James W. Prescott, Ph.D.
National Inst. of Child Health and Human Development
Alan Reitman
American Civil Liberties Union
Jay D. Scribner, Ph.D.
Dean, College of Education
Temple University
Carolyn T. Schumacher, Ph.D.
Pittsburgh, Pennsylvania
Fred Strassburger, Ph.D.
Private Practice, Psychology
Washington, D.C.
Richard A. Sussman, M.A.
Northern Westchester Resource Network
Herbert A. Vogel, Esq.
Morristown, New Jersey
James S. Wallerstein
Randen Foundation
rude J. Williams, D.
Private Practice, Psychology
St. Louis, Missouri

July 25, 1978

EDRS
P.O. Box 190
Arlington, VA 22210

Dear Sir:

Please send a copy of the following articles and/or booklets; als kindly send the bill to the above captioned organization.

1. EDRS - HC - 1.58 + postage.
   Simulation Aspirations in Teacher Education. Twelker, Paul A. (paper presented at the American Education Research Association), Chicago, 1966.

2. EDRS price - HC - 31.10 + postage. ED045553-24-SP004410.
   Development of Low Cost Instructional Simulation Materials for Teacher Education. Final Report. Twelker, Paul A.

3. EDRS price - HC - 1.95 + postage. ED020565-EA001359.
   Schools as Organizations - Some illustrated Strategies for Educational Research and Practice. Willower, Donald J.

4. EDRS HC - 1.58. ED013787-SP061290.
   The Teacher and Group Development. O'Hare, Mary Rita, 19 Oct. 65, 4P.

5. EDRS price - HC - 1.58 + postage. ED069575-S0004956.
   Markles Flats Junior High School. A Project of the Ithaca School System and the Human Affairs Program of Cornell University. Whyte, William.

6. EDRS price - HC - 1.58 + postage. ED013802-SP001325.
   Professional Insecurities of Prospective Teachers. Dec. 65, 9P. Lueck, William R.

7. EDRS price - HC - 1.58 + postage. ED013786-SP001282.
   The Identification and Analysis of Problems of First Year Teache 19 Oct. 65, 6P. Broadbent, Frank W., and Cruikshank, Donald R.

8. EDRS price - HC - 1.67 + postage. ED138559-SP010985.
   Teacher Reactions to Proposed Personal attributes of an Effective and Affective Educator.

Phone (215) 787-6093
833 Ritter Hall South, Department of School Psychology, Temple University, Philadelphia, Pennsylvania 19122

9. EDRS price - HC - 10.78 + postage. ED003635-56.
Assessing the Effect and Transfer Value of Classroom Simulator Technique. Ulcek, Charles W.

10. EDRS price - HC - 5.70 + postage. ED011276-UD002462.
Redevelopment of curriculum for Sociably Maladjusted and Emotionally disturbed children with a corollary of Teacher Training. Cohn, Rosalyn S.

11. EDRS price - HC - 1.58 + postage. ED100937 a5 SP008868.
Awareness of Self in Relation to Others. Affective 2.0. Houston University, Texas, College of Education.

12. EDRS - HC - 1.67 + postage. ED137958-EA009436.
Schools Without Failure, 1977. Glasser's Approach to Discipline - Realistic and Working (February 25-28, 1977). Glasser, William.

13. EDRS price - HC - 1.67. ED147735-CG012074.
Rational Emotive Therapy and Self-Help Therapy. Ellis, Albert. Paper presented at the Annual Meeting of the APA (San Francisco, CA, August 26-30, 1977).

14. EDRS price - HC - 1.58 + postage. ED-94071-UD014420.
A Structured Human Relations Program for Teachers. Carter, Tyrone. Paper presented at the Annual Meeting of the National Association of School Psychologists (Las Vegas).

15. EDRS - HC - 1.58. ED100930-SP008861.
Classroom Discipline - A Learning Package. Fraser, D. W.

16. EDRS - HC - 1.58 + postage. ED012714-56SP001243.
The Influence of Highly Specific Instructional Video Tapes on Certain Cognitive and Affective Behavior's Teachers. Popham, James W., California University, L. A.

17. EDRS - HC - 1.58 + postage. ED107690-95-TM04504.
The Effects of a School without Failure Program upon Classroom Interaction Patterns, Pupil Achievement, and Teacher, Pupil, and Parent Attitudes. (Summary Report of the First Year.) Masters, James R. and Laverty, Grace E.

18. EDRS - HC - 8.24. ED107681-950TM004495.
The Effects of a School without Failure Program upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil, and Parent Attitudes. Masters, James R. and Laverty, Grace E.

19. EDRS - HC - 2.06 + postage.
How Do Teachers and Students Interact to Create the Outcomes of Education? Peck, Robert F., Austin Texas University. Research and Development Center for Teacher Education.

20. EDRS - HC - 8.24 + postage. ED065-389S0002925.
Man A Course of Study. Seminars for Teachers Education Development Center, Inc. Newton, MA, 1969, 153P.

21. EDRS - HC - 1.95 + postage. ED057613-24-EM0009463.
The Training Effects of a Behavior Modification Game. Kidder, Steven J. and Guthrie, John T.

22. EDRS - HC - 3.32 + postage. ED073096-SP006189.
Teacher's Primer of Behavior Modification Techniques. Research and Development Report, Vol. VI, No. 2.

23. EDRS - HC - 2.06 + postage. ED124525-SP010122.
Student Teacher Interaction as a Function of Teacher Training. Galloway, Neil and others, April, 1976.

24. EDRS - HC - 1.67 + postage. ED21775-SP010039.
The Result of A Study Designed to Help Affective Teachers Teach more Effectively or Acquiring A Questioning Strategy in Order to Achieve Values Clarifications. Instructional Objectives: The result of an experimental study. Stahl, Robert J.

25. EDRS - HC - 1.67 + postage. ED117638-CG010344.
RET-Rational Emotive Therapy Abolishes Most Human Ego. Ellis, Albert.

26. EDRS - HC - 17.13 + postage. ED062585-24-AA000999.
Achievement Motivation Development Project. Final Report. McClelland, Dave C. and Alschuler, Alfred S., Harvard University, Cambridge, MA, April, 1971, 340P.

27. EDRS - HC - 1.98. ED002418.
The Dogmatism Factor in Human Relations Training of Preservice Teachers. Hough, John B., 1965, 20P.

28. EDRS - HC - 1.95 + postage. ED026315-24-SP002164.
Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency. Rousseau, Leon and others.

29. EDRS - HC - 4.43 + postage. ED054072-SP005244.
An Investigation of the Cognitive and Affective domains of Students Studying Child Development. Final Report.

30. EDRS - HC - 2.06 + postage. ED128336-95-SP010408.
How Do Teachers and Students Interact to Create the Outcomes of Education? Peck, Robert F. Texas University, Austin Research and Development Center. (DHEW).

31. EDRS - HC - 1.67 + postage. ED129680-50009455.
Human Relations Training and Teachers' Attitudes. Prepublication Draft. Blackburn, Guy J.

32. EDRS - HC - 1.67 + postage. ED131070-SP01063.
A Study of the Effect of Human Relations Training on Self. Concept of Student Teachers, Acklen, Leila McCormack.

33. EDRS - HC 1.95 + postage. ED088890-SP007865.
Teacher Self-Improvement Through Teacher Training Products: An Experimental Course. Research and Development Memorandum No. 119. Clark, Christopher M., and others. March, 1974, 35P.

[illegible]4. EDRS - HC - 1.95 + postage. ED089834-PS006863.
The Use of the Barclay Classroom Climate Inventory in Curriculum Planning and Intervention. Hawn, Horace C. and Doole, Edward A., Georgia University, Athens Center, 1973, 34P.

35. EDRS - HC - 1.58 + postage. ED086162-IR000008.
An Exploration: Media in the Affective Domain. Miller, Bernard W.

36. EDRS - Hc - 1.58 + postage. ED088427-LR000238.
An Exploration: Media in the Affective Domain. Miller, Bernard W., 1974, 5P.

37. EDRS - HC - 8.24 + postage. ED082821-PS006785.
Continuation of Research on Teaching Preschool Children Motivation to Achieve in School, 1971-72. Final Report, Adkins, Dorothy C., and others. Hawaii University, Honolulu Education Research and Development Center.

38. EDRS - HC - 6.97 + postage. ED075373-SP006328.
Behavior Modification for Teachers. Maryland University, College Park, College of Education. November, 1972, 146P.

39. EDRS - HC - 2.06. ED121774-SP010038.
The Effects of the Acquisition of A Values Clarification Questioning Strategy on Subsequent Teacher and Student Process Variables Within A Micro-Teaching Sequence. Stahl, Robert J., April, 1976, 26P.

[illegible]. EDRS - HC - 13.32. ED024642-24-SP001925.
Stanford Center for Research and Development in Teaching. Bush, Robert N. Stanford University, April, 1968, 262P.

41. EDRS - HC - 1.95. ED095451-CG009090.
Design and Evaluation of a Human Relations Training Program. Research Memorandum. No. 100, Shaffer, Warren F., 1974, 41P.

42. EDRS - HC - 1.58. ED045259-RC004904.
Disruptive Behavior in the Bilingual Child as a Function of Teacher Training. Newburger, Wayne F. and Pettibone, Timothy J., December, 1970, 11P.

43. EDRS - HC - 1.95. ED041966-UD010410.
A Contingency Management Program in Urban School Classrooms. Littky, Dennis and Bosley, Lenora. Institute for the Advancement of Urban Education. April, 1970, 30P.

44. EDRS - HC - 1.58. + postage.
Science Modules: Classroom Management. Oana, Robert G. and Eiszler, Charles F.

45. EDRS - HC - 1.95 + postage. ED092481-95-SP008006.
A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project. November, 1973, 36P.

46. EDRS - HC - 1.95. ED092481-95-SP008006.
Withitness: A Classroom Management Concept Related to Effective Teaching. Utah University, November, 1973, 36P.

47. EDRS - HC - 3.32. ED092480-95-SP008005.
Transitions: A Classroom Management Concept Related to Effective Teaching. Utah State University, November 1973, 54P.

48. EDRS - HC - 1.95. ED033994-UD009166.
The Disadvantaged Early Adolescent: More Effective Teaching. Storen, Helen F., 1968, 117P.

49. EDRS - HC - 2.06 + postage. ED131063-SP010624.
Test of a Contingency Model of Teacher Effectiveness, 1972, 34P.

50. EDRS - HC - 1.95. ED092554-SP008149.
Project Success Environment: A Practical Program for Implementing Behavior Modification in Urban Elementary Schools. Rollins, Howard, 1974, 50P.

51. EDRS - HC - 1.95. ED091359-95-SP008032.
The Mid-Coast Main Project in the Affective Education of Teachers. An Evaluation. Oatis, Maureen, August, 1971, 156P.

52. EDRS - HC - 1.58. ED091324-SP007957.
Developing/Modifying Student Affective Behaviors. Lux, John E.

53. EDRS - HC - 1.58. ED100942-95-SP008873.
Teacher Interaction- Affective. Borgers, Sherry B. and Ward, G., Houston University, Texas.

54. EDRS - HC - 14.59 + postage. ED100929-95-SP008859.
The Development and Validation of a Simulation Device to Measure Teacher Affective Sensitivity. Final Report. Kravas, Constance H., 1974, 280P.

55. EDRS - HC - 4.43 + postage. ED096581-CG009239.
Beyond the Three R's: Training Teachers for Affective Education. Sponsoring Agency: National Institute on Drug Abuse (DHEW/PHS). June, 1974, 89P.

A LIST OF BOOKS

1. Classroom Management and Communication, Burns, D.L. and Jenson W. R. Logan, Utah Utah University Press, 1974.

2. CLASSROOM MANAGEMENT, O'Leary, D. and O' Leary, S., New York, Pergamon Press, '72.

3. CLASSROOM MANAGEMENT: THEORY AND SKILL TRAINING, Johnson, Lois V and Bany, Mary A. California State College, Los Angeles, New York, Ney York, Macmillan, 1970.

4. SURVIVAL KIT FOR TEACHERS, Collins, Myrtle T. and Swane, R. Pacific Palisoder California, Good Year Publishing Co., 1975.

5. DISCIPLINE IN THE SECONDARY SCHOOL, La Grand, Louis E. West Nyack, New York, Parker, 1969.

6. A RESOURCE MANUAL FOR REDUCING CONFLICT AND VIOLENCE IN CALIFORNIA SCHOOLS. Sacramento, California, California School Board Association, 1975

7. DISCIPLINE WITHOUT PUNISHMENT: AN ACCOUNT OF A SCHOOL IN ACTION. Speil, Oskar London: Faber and Faber, 1962.

8. CLASSROOM DISCIPLINE, Stoops, Emery and Dunworth, John, Montclair. New Jersey, Economics Press, 1958.

9. WINNING CHILDREN OVER: A MANUAL FOR TEACHERS, COUNSELORS, PRINCIPALS AND PARENTS. Walton, Francis X. and Powers, Robert L. Chicago: Practical Psychology Association, no date.

10. DISCIPLINE: A SHARED EXPERIENCE. Welch, I. David and Schutte, Wanda. Fort Collins, Colorado: Shields Publishing Co., 1973.

11. PEOPLE ARE NOT FOR HITTING. Valusek, John E. Wichita Kansas: John, 1974.

12. THE MANAGEMENT OF CHILDHOOD BEHAVIOR PROBLEMS IN SCHOOL AND AT HOME. Author Unknown, Charles E. Thomas Publisher, Springield, IL

13. WHY AM I AFRAID TO TELL YOU WHO I AM? Powell, John. Argus Communication 7440 Natchez Ave., Niles, IL 60648, 1970.

14. MAINTAINING DISCIPLINE IN CLASSROOM INSTRUCTION, Gnagney, William J. New York, NY 866 Third Avenue, Macmillan, 1975. 10022.

15. DISCIPLINE IN THE CLASSROOM. Henrick, June Sark. 1540 page, Mill Road Palo Alto, CA 94304.

16. BORN TO WIN. James, Muriel and Jongeward, Dorothy. Transactional Analysis with Gestalt Experiment, 1971. Reading, MA 01867. Addison Wesley-JacobWay.

17. DISCIPLINE CRISIS IN SCHOOLS: THE PROBLEM, CAUSES AND SEARCH FOR SOLUTIONS. National School Public Relations Association. Education, USA Special Report. Arlington, VA 1973.

[illegible]. A CURRICULUM ON CONFLICT MANAGEMENT. Palomares, Uvalda and Logan, Ben. La Mesa, CA Human Development Training, 1975.

19. DISCIPLINE AND THE DISRUPTIVE CHILD. Karlen, Muriel S. and Berger, Regina. Parker Publishing Company, Inc. West Nyack, NY

20. THE TEACHER AND SCHOOL DISCIPLINE. Keyoth, Jean S. The Scarecrow Press, In 52 Liberty Street, Box 656, Metuchan, NJ. 1970.

21. CLASSROOM MANAGEMENT. Smith, Judith M. and Smith, Donald E.P. Learning Research Assoc., Inc. 1501 Broadway, NY 10036

22. DISCIPLINE IN THE JUNIOR HIGH AND MIDDLE SCHOOL: A HANDBOOK FOR TEACHERS, COUNSELORS AND ADMINISTRATORS. Stradley, William E. and Aspinall, Richard D Center for Applied Research in Education, Inc. 521 Fifth Avenue, New York, NY 10017

23. NEW TOOLS FOR CHANGING BEHAVIOR. Diebert A. and Harmon A. Champaign, IL Research Press, 1971.

24. CONTROLLING CLASSROOM MISBEHAVIOR. Gnagney, W. Washington: NEA, 1969.

25. STUDYING THE CHILD IN SCHOOL. Gordon, I. New York: John Wiley, 1966.

26. DISCIPLINE AND GROUP MANAGEMENT IN THE CLASSROOMS. Kounin, J. New York, Holt, Rinehart and Winston, 1970.

27. CLASSROOM DISCIPLINE: AN IDEA HANDBOOK FOR ELEMENTARY SHCOOL TEACHERS. Rogers, Dorothy McKellar. New York, Center for Applied Research in Education, 1972.

28. CLASSROOM DISCIPLINE: A POSITIVE APPROACH. Stainback, Susan Bray. Thomas Publishing Co., Springfield, IL. 1974.

29. CLASSROOM DISTURBANCE: THE PRINCIPAL'S DILEMMNA. Morse, William Charles. Arlington, Va. Council for Exceptional Children. 1971

30. CLASSROOM GROUP BEHAVIOR. Barry, Mary A. New York, MacMillan, 1964.

31. CONSTRUCTIVE CLASSROOM CONTROL: A TEACHER'S GUIDE. Addicott, Irwin O San Francisco. H. Chandler, 1958.

32. CLASSROOM MANAGEMENT: ITS' PRINCIPLES AND TECHNIQUES. Bagley, William Chandler. New York, MacMillan, 1907.

33. CHANGING STUDENT BEHAVIOR: A NEW APPROACH TO DISCIPLINE. Brown, Duane. W. C. Brown Co. Dubrique, Iowa, 1971.

34. MANAGING THE CLASSROOM: THE TEACHER'S PART IN SCHOOL. Brown, Edwin John. Administration. New York, Ronald Press Co., 1961.

35. MODIFYING CLASSROOM BEHAVIOR: A MANUAL OF PROCEDURE FOR CLASSROOM TEACHERS Buckley, Nancy K. Research Press. Champaign, IL, 1971, C1970.

36. TOWARD POSITIVE CLASSROOM DISCIPLINE. Clarizio, Harvey F. New York. Wiley Press, 1971.

37. HUMANIZING CLASSROOM DISCIPLINE: A BEHAVIORIAL APPROACH. Dollar, Barry. New York, Harper and Row, 1972.

38. FOCUS ON CLASSROOM BEHAVIOR: READINGS AND REASEARCH. MacDonald, Scott and Tanabe, Gilfred. Thomas Publishing Co. Springield, IL, 1963.

39. BEHAVIORIAL STRATEGIES FOR CLASSROOM MANAGEMENT. Glavin, John P. Merrill, Columbus, OH, 1974.

40. CONTROLLING CLASSROOM MISBEHAVIOR. Gnagney, William J. Department of Classroom teachers and American Education Research Assoc. of NEA, 1965.

41. THE PSYCHOLOGY OF DISCIPLINE IN THE CLASSROOM. Gnagney, William J. MacMillan, NY 1968.

42. LOOKING IN CLASSROOMS. Good, Thomas.L. Harper and Row, NY, 1973.

43. ANALYSIS AND MODIFICATION OF CLASSROOM BEHAVIOR. Haring, Norris Grover Prentice - Hall, Englewood Cliffs, NJ, 1972.

44. DISCIPLINE: POSITIVE ATTITUDES FOR LEARNING. Dessup, Michael H. Prentice - Hall, Englewood Cliffs, NJ, 1971.

45. CLASSROOM MANAGEMENT: THEORY AND SKILL TRAINING. Johnson, Lois V. MacMillan, NY, 1970.

46. DISCIPLINE IN THE SECONDARY SCHOOL. La Grand, Louis E. Parker Publishing Co., West Nyack, NY, 1969.

47. WE DO NOT THROW ROCKS AT THE TEACHER! La Mancusa, Katherine C. Scranton International Textbook Company, 1966.

48. TEACHING DISCIPLINE: A POSITIVE APPROACH FOR EDUCATIONAL DEVELOPMENT. Madsen, Charles H. Allyn and Bacon. Boston, MA, 1974.

49. TEACHING: DISCIPLINE: BEHAVIORAL PRINCIPLES TOWARD A POSITIVE APPROACH. Madsen, Charles H. Allyn and Bacon, Boston, MA, 1970.

50. INTRODUCING INNOVATION IN INSTRUCTION: IN-SERVICE TEACHER WORKSHOPS IN CLASSROOM MANAGEMENT. Melching, William H. Prepared for River Rouge School District, River Rouge, MI. Human Resources Research Organization. Alexandria, VA.

51. BEHAVIORAL MANAGEMENT IN THE CLASSROOM. Morreau, Lanny E. Appleton - Century - Crafts, New York, 1972.

52. STUDENT MOTIVATION AND CLASSROOM MANAGEMENT: Behavior Technics. Lemont, Pa, 1973. Neisworth, John T.

53. USING EFFECTIVE DISICPLINE FOR BETTER CLASSROOM CONTROL. Schain, Robert L. Teachers Practical Press. Prentice - Hall, Englewood, NJ, 1964.

54. GUIDELINES TO CLASSROOM BEHAVIOR. Smith, William I. Book Lab, 1970. Brooklyn, NY.

55. STRUCTURING THE CLASSROOM FOR SUCCESS. Volkmar, Cara B. Columbus, OH 1974.

56. DISCIPLINE. Vredevoe, Lawrence E. Kendall - Hunt Publishing co. Dubuque, IA, 1971.

57. CLASSROOM MANAGEMENT AND DISCIPLINE. Wiener, Daniel N. F. E. Peacock, Itasco, IL. 1972.

58. COOPERATIVE CLASSROOM MANAGEMENT. Williams, Robert L. Merrill, Columbus, OH 1978.

59. MODIFYING CHILDREN'S BEHAVIOR. Brown, Allan R. Thomas Press, Springfield, IL 1974.

60. THE CLASSROOM: MANAGEMENT ADMINISTRATION, ORGANIZATION. Riebe, Harvey A. The Dryden Press, New York, 1940.

61. DISCIPLINE, WHAT FOR AND HOW? American Federation of Teachers. Herrick, Mary , Research Director, Chicago, IL 1957.

62. DISCIPLINE AND THE DISRUPTIVE CHILD. Karlen, Muriel S. Parker Publishing Co., West Nyack, NY 1972.

63. TEACHER SPANKS JOHNNY. Rovetta, Catherine H. Willow House Publishers Stockton, CA 1968.

64. INTEREST AND DISCIPLINE IN EDUCATION. Wilson, Patrick S. Students Liberary of Education, viii, 133 pages.

65. DISCIPLINE IN SCHOOLS, Stenhouse, Lawrence. Pergamon Press, NY 1967.

66. FORMAL DISCIPLINE. Bennett, G. G. Columbia University, Ph.D. Thesis New York, NY 1905.

67. DISCIPLINE: THE DIRELIT: BEING A SERIES OF ESSARYS ON SOME OF THOSE WHO TREAD THE GREEN CARPET. Clark, T. A. New York MacMillan, 1921.

68. ESSAYS ON DUTY AND DISCIPLINE: A SERIES OF PAPERS ON THE TRAINING OF CHILDREN IN RELATION TO SOCIAL AND NATIONAL WELFARE. V-2, ed-6, Sond, Cassell 1974.

69. ST. GEORGES' SCHOOL FOR CHILD STUDY: OUTLINES FOR PARENT AND EDUCATION GROUPS DISCIPLINE. Toronto University. Child Development Series #17, 1939.

70. DISCIPLINE: NEW YORK, Bureau of Publications, Teachers College, Columbia University, 1949. Hymes, James L.

71. DISCIPLINE, Indugiee, Iowa, Kindall/Hunt Publishing co. 1971. Vredeval, Lawrence E.

72. DISCIPLINE, ACHIEVEMENT AND MENTAL HEALTH: A TEACHER'S GUIDE TO WHOLESOME ACTION. Phillips, Ewing Lakin. Englewood Cliffs, NJ. Prentice-Hall, 1962. 2nd ed. 1971-72.

73. DISCIPLINE AND BAYONETS: THE ARMIES AND LEADERS IN THE WAR OF THE AMERICAN REVOLUTION. Mitchell, Joseph Brady. New York, Putman, 1967.

74. DISCIPLINE AND CHILD GUIDANCE. Bernhart, Karl Schofield. New York, McGraw-Hill, 1964.

75. DISCIPLINE AND DISCHARGE IN THE UNIONIZED FIRM. Phelps, Orme Wheelock. Berkeley, University of California Press, 1959.

76. DISCIPLINE AND GROUP MANAGEMENT IN CLASSROOMS. Kounin, Jacob Setastian. New York, Holt, Renehart and Winston, 1970.

77. WORKSHOP ON DISCIPLINE AND INTEGRATION IN THE CATHOLIC COLLEGE. Ray, J. Diferrari. Washington, Catholic University of America Press, 1951.

78. DISCIPLINE AND OTHER ESSAYS FROM COLLECTED WORKS BY S.W.G. Summer, William Graham. New Haven, Yale University Press, 1923.

79. DISCIPLINE AND PUNISH: THE BIRTH OF THE PRISON. Foucault, Michel. Translated by Alan Sheridan. New York, Pantleon Books, 1977.

80. DISCIPLINE AND THE DISRUPTIVE CHILD: A PRACTICAL GUIDE FOR ELEMENTARY TEACHERS. Karlin, Muriel Schoenbrun. West Nyack, New York. Parker Publishing Company, 1972.

81. DISCIPLINE, DISSENT AND THE PREVALENCE OF UNITY: THE CONSERVATIVE PARTY IN OPPOSITION. Norton, Philip. Sheffield, England. Norton, 1975.

82. A DISCIPLINE FOR NON-VIOLENCE. Gregg, Richard Bartlett. Ahmedabae, Navajivan Publishing house, 1946.

83. INTERNATIONAL ASSOCIATION FOR CHILDHOOD EDUCATION: DISCIPLINE FOR FREEDOM. Washington, 1951 (Its Reprint Service Bulletin, no. 23) "Articles from September 1950 - January 1951, issues of Childhood Education.

84. DISCIPLINE FOR TODAY'S CHILDREN AND YOUTH. Shinakov, George V. and Redl Fritz. Washington, D.C. Department of Supervision and Curriculum Development. N.E.A. 1945-44, 56.

85. DISCIPLINE IN SCHOOLS: A SYMPOSIUM. Stenhouse, Lawrence. Oxford, NY Pergamon Press, 1967.

86. DISCIPLINE IN THE SECONDARY SCHOOL. La Grand, Louis. West Nyack, NY Parker Publishing Co., 1969.

87. DISCIPLINE WITHOUT TEARS. Dreikurs, Rudolf and Cassel, Pearl. (2nd ed. has workbook, by David Kehoe, 1974) New York: Hawthorn Books, 1972.

88. A NEW APPROACH TO DISCIPLINE: LOGICAL CONSEQUENCES. Dreikurs, Rudolf and Grey, Loren. New York, Hawthorn Books, 1968.

89. EFFECTIVE PARENTS/RESPONSIBLE CHILDREN: A GUIDE TO CONFIDENT PARENTING. Eimers, Robert and Aitchism, Robert.

90. THE DISCIPLINE OF THE WELL-ADJUSTED CHILDREN. Langdon, Ghore. New York, J. Day Company, 1952.

91. PARENTS/CHILDREN/DISCIPLINE: A POSITIVE APPROACH. Madsen, Clifford, K. Boston, Allyn and Bacon, 1972.

92. THE SUPPRESSIVE EFFECTS OF THE VICARIOUS EXPERIENCE OF PUNISHMENT. Purnell, Theodore Lynn Jr. Philadelphia, 1968. (Thesis Ph.D.) University of Penn.

93. THE CONTROVERSIAL PROBLEM OF DISCIPLINE. Wolf, Katherine Maria. New York Child Study Association of America, 1953.

94. THE DISCIPLINE OF EDUCATION. Walton, John. Madison, University of Wisconsin Press, 1963.

95. THE DISCIPLINE OF EDUCATION AND AMERICA'S FUTURE. Haskur, Lawrence de fee. Pittsburg, University of Pittsburg Press, 1959.

96. DISCIPLINE OR DISASTER? Stoops, Emery. Bloomington, IN Phi-Delta Kappa Educational Foundation, 1972.

97. DISCIPLINE: POSITIVE ATTITUDES FOR LEARNING. Jessup, Michael H. Englewood Cliffs, NJ Prentice-Hall, 1971.

98. DISCIPLINES OF EDUCATION. Morrish, Ivor. London, Allen and Unoin, 1967.

99. DISCIPLINE SEMINAR, NEA, 1962, Washington D.C., 1961. The Scholars look at the schools: A Report prepared for the project on the Instructional Program of the Public Schools.

A SURVEY OF ADLERIAN SCHOOL PROGRAMS

Prepared for the National Center for the Study of Corporal Punishment and Alternatives In the Schools, 833 Ritter Annex, Temple University, Philadelphia, PA 19122. Professor Irwin Hyman, Director, by Betty Lou Bettner, Family Education Center of Philadelphia and Harry Thorn, Family Education Center of Delaware.

August, 1978

294

I. RESEARCH STUDIES AND DESCRIPTIONS OF SCHOOL COUNSELING AND CONSULTING PROGRAMS.

1.) The principal current review of research is Kern et.al.(1978), which includes a list of papers and theses. Summarizing several reports they state, "This study is important since Adlerian counseling techniques were supported. Such research appears to demonstrate that the Adlerian approach has immediate impact on certain identified problem behaviors."(p. 29) Taylor and Hoedt(1974) conclude, "The indirect approach (Adlerian group counseling with significant adults) was more effective in reducing behavior problems than the direct approach (eclectic group counseling with the children)." Hillman and Shields (1975) conclude, "A potential significant implication of the method presented here is that guidance consultants can have a greater impact if through consultation and modeling they help teachers learn procedures that can ultimately effect a change in many children." In a paper submitted to The School Counselor, J. D. West and M. Sonstegard report one study of approximately 30 children with 173 reported discipline cases one year and 23 in the first year of implementing a counseling program (beyond .05 level). A sample of additional papers describing programs and research are Carlson (1974), Dinkmeyer (1964, 1969, 1973a), S. Dreikurs (1976), Grubbe (1968), Hoffmann (1975), Kelly (1977), Kern (1977), Platt (1971), Scarth (1969), Stormer, (1967, 1969), and in the bibliography, and Whiteley (1971).

II. SYSTEMATIC ORGANIZATION AND OPERATION OF ENTIRE SCHOOLS.

2.) Corsini and Madden, Individual Education: A model for the complete operation of a school, implemented in 3 Catholic and 2 public elementary (K-8) schools in Hawaii and Illinois and in an alternative high school for disruptive and delinquent teens in Hawaii. Problems were reduced and learning and enthusiasm greatly increased. Statistics: Corsini (1977a + b, p. 301, 339-341, 357, 366-379, 405, 411) CS, Ignas (1978) CS, JIP (May 1974, p. 140), IPNL(Nov.1977, p. 132) states:

> He also informs us that "two public school systems have accepted "Individual Education" his system based on Adler's Individual Psychology. Through the efforts of Dr. Edward Ignas of the University of Chicago, Mr. Edmund Parpart, Superintendent of Education of the public school system of Joliet, Illinois, will introduce 'Individual Education' in a new school for the intellectually gifted. Mr. Parpart stated that 'on the basis of all I have seen and heard, this system motivates children and permits them to develop fully in all relevant dimensions.' . . . The superintendent of Education of the State of Hawaii agreed to permit the Haaheo School in Hilo to change over to 'Individual Education'. Dr. Kiyoto Mizuba, Deputy Superintendent of Hawaii also suggests it."

Corsini reports that the schools work well for all the children, including exceptional children, the fast, the slow, and the defiant. "Where Individual Education shines and shows its value is with the unusual child." (p. 328)

3.) Frank Walton (1976) describes a comprehensive program for a high school in Tennessee, and the statistical results. Vandalism, corporal punishment, and other problems were significantly reduced.

4.) Harold Mosak (1971) describes a program for a public elementary school in Illinois and the teacher training involved. The school was refunded (p. 62) and was written up in Life Magazine.

5.) John Platt and Jane Nelson, Adlerian Elementary School Counseling Department, Elk Grove Unified School District, 7037 Briggs Dr., Sacramento, CA 95828. A comprehensive program for all the elementary schools in the district, consulting with parents and teachers, study groups, and training the teachers how to hold class discussions and class councils. All the staff, from principal to bus driver are involved. Reported NASAP (9/75, p. 9), Platt (Guidelines) CS, Owens and Platt (in press), NASAP (6/78, p. 3) states:

The following News Release was sent by Jane Nelsen, Director/Counselor of Elk Grove Unified School District, Adlerian Elementary School Counseling.

The Elk Grove Unified School District's Title IV-C project, the Adlerian Elementary School Counseling Program, has been granted EXEMPLARY PROJECT dissemination funds for 1978-79. This means that project staff will be traveling throughout the State of California to help other school districts implement this highly innovative and successful program.

The two aspects of the Adlerian Elementary School Counseling Program considered most creative and innovative are: 1) the participation of parents and teachers in Adlerian Study Groups as an indirect method of changing child misbehavior, and 2) the use of paraprofessionals to lead the parent study groups

For three years the project has been operating o an experimental basis comparing behavior change in students at the experimental schools with behavior change in students at control schools. Student behavior at the experimental schools improved significantly over the control school at the .01 level the first year, and .001 the second and third years.

Other descriptions: "teacher study groups, bus driver in-service training, group and peer counseling, foster youth programs, democratic school administration, class meetings, and more. These exciting and highly successful programs have been and can be implemented in a large public school system."(PROGRAM p. 2) "The purpose of this Adlerian Elementary School Counseling Program was to demonstrate the effectiveness of working with significant adults as a method of redirecting maladaptive behavior in children. It focused on working with teachers and parents in study groups. The outstandingfeature was the use of parent para-professionals to lead parent study groups."(PROGRAM p. 22)

6.) Dr. Katherine Czesak and associates, a private elementary school: Synergy School, 1420 Castro St., San Francisco, CA 94114, has operated successfully since September 1973 and is now opening a second elementary and a junior high school. Reported in NASAP (10/73 p.9, 10/74 p.5, 1/77 p.9). From NASAP(2/76 p.4): "Kathy Czesak, Education Chairperson of WIRTH and teacher at the Adlerian oriented Synergy Elementary School in San Francisco, has devised and tried out a new exciting technique for training social order in the classroom, according to the WIRTH Newsletter. specific social concepts, such as cooperation, attention-getting, interrupting, etc., are presented in an experiential way through games, drama, art, music, and dance in special Children"s "Workshops". The goal is to provide a condensed experience for the child so that he can feel and judge for himself the values of social order. These"workshops" provide an opportunity for the teacher and students to co-explore in a non-judgmental manner ways of making their classroom a safer and happier place to be."

From RELAY(11/77 p. 6-7): See also: Synergy Schools Brochure, 1978

SYNERGY SCHOOL - THE WAY IT IS

Synergy is ... synthesizing energy. Synergy is ... the cooperative process whereby the whole becomes greater than the sum of its parts.

The school was founded as a tax exempt, non profit corporation in the winter of 1973. It was established as a teacher cooperative with the purpose of being a safe space for learning to occur, of providing a quality, holistic education for children from families of all income levels, and of being a spawning ground for educational innovation.

It is Synergy's philosophy that the basic premise for attending school is to learn and that optimum learning takes place in a space that combines structure and freedom. Therefore each child is expected to do some reading, writing, science, and arithmetic at specific times each week. Within that broad structure there is much room for choice. Each child progresses at his/her own level.

The basic means of motivation is encouragement; that is, the child will be helped to recognize his/her own abilities and to develop self-confidence. The student will not be measured against an arbitrary standard.

The role of the teacher is that of establishing a good working environment; of providing guidance and direction when needed; of paying very careful attention to the difference in personality, interests, and learning styles of each child; and of evaluating constantly on a day to day basis the results of this activity. Another role is the teaching, through example, of responsibility and cooperation with our fellow people.

At Synergy there is much offered and much created, there is much learned and experienced. There is much freedom coming from the structure, for Synergy is ... a safe space for learning.

It is Synergy's philosophy that the purpose of a school is the development of the whole person. With that as a basis the role of responsibility in our lives is emphasized. This is best realized through the establishment and maintenance of social order. The children experience this through the making and keeping of agreements. All the ground rules of the school are agreed to by everyone. If there is a problem between individuals those involved make an agreement by which the problem is resolved. Each person takes total responsibility for that which occurs in his/her own life. And through the assumption of that responsibility each child becomes aware of his/her own power and self worth as well as that of others. The goal of the school is to accept the worth of each child and adult as being equal, to develop self-esteem, and to help the child recognize that he/she has positive contributions to make to society in his/her own unique way. Synergy is ... a place of self acceptance and acceptance of others.

It is Synergy's philosophy that it must provide a low cost quality alternative education accessible to families from all income levels. Approximately one-third of our student body receives scholarships. Tuition remains well below that of most other private alternative schools. With this in mind a growing endowment fund has been created. Synergy is ... a school available to most everyone.

It is Synergy's philosophy that the school be a spawning ground for educational ideas and movement. It is our goal, therefore, to share with educators and others our successful techniques and methods. We are not adherents nor slaves to any one academic approach or behavioral theory. That which works is retained, that which does not is deleted. Synergy is ... in process. Synergy is ... a process.

Synergy is now past its pains of infancy and adolescence. The fantasies of three years past have now been realized. It's essence and excellence are realities. Its place in the community is assured. Its position in education is evolving. It grows and serves. Synergy is ... synergy.

(Editor's Note.- We are indebted to Katherine Czesak for sending us the above information. She also sent us three very informative and lively newsletters. In its spring issue Synergy School announced it is expanding and creating a second elementary school in a different site with four more teachers and forty more students. It also described the academic work in terms of a day in the lives of three children, aged 11, 5½ & 9½ respectively.

An earlier issue dealt with the process of making and keeping agreements. Another newsletter told of the morning meeting which has the following goals: "to promote feelings of belonging to a supportive, concerned group; to encourage self-confidence and speaking in front of a group; to provide a forum where each child's feelings, opinions, and experiences are heard and respected and where each child receives validation for being himself/herself; to encourage the students to develop tolerance and respect for different opinions; and to help train the children's ability to cooperate in a group situation and learn group solving methods."

7.) Oscal Spiel, Adlerian Experimental School in Vienna.
The successful operation of a public elementary and a middle school in an economically deprived inner city area. Described by Spiel (1956, 1962) and in occasional papers by Spiel or Birnbaum in the International J. of Individual Psychology (1935-37). In the 1930's one school (ages 10 to 14) operated in conjunction with a city sponsored system of 30 Adlerian family counseling centers (Adler 1930). It also accepted disruptive and delinquent children referred by other schools. This pioneering effort in community mental health offers a model relevant for our cities today.

(Spiel cont.) Data: Spiel (1956) and Way (1962,p.15): "Of the 63 children with clinical records whom the police or the social workers sent to our school in 1952-3, 60 were kept and restored to normality. Three had to be turned away because they were endangering the other children and were sent to special institutions."

8.) Davidson describes a "progressive, coeducational high school" in Jamaica. (in J. Terner and W.L. Pew, The Courage To Be Imperfect, Hawthorn, 1978, p. 270-3)

9.) Numerous Adlerian preschools are described which significantly resolve the usual social and emotional problems: Cripps (1969), Grey (1972), Grubbe (1970), Townes (NASAP 4/77, p. 8), Tuites (1976)PCS, and Weill(1973). Weill is the psychologist/educator who introduced Montessori schools in California.

III. SYSTEMATIC ORGANIZATION AND OPERATION OF SCHOOLS FOR DISRUPTIVE AND DELINQUENT ADOLESCENTS (WTIH SIGNIFICANT RESULTS).

10.) Whittington (1977) describes a successful day high school in Hawaii for disruptive and delinquent teens, with statistics. (part of item 2. above)

11.) Pollack (1969)CS describes a successful residential reform school in Vermont. (statistic p. 166).

12.) Papanek (1955, 1958, 1968, 1970) describes an early successful reform school in New York, Wiltwyck, and responses in autobiographies of two well known graduates, author Claude Brown, and Floyd Patterson. Statistics(1958, p. 294-96).

13.) Spiel's school in item 7 above included many rebellious adolescents.

IV. THE OPERATION OF A DEMOCRATIC CLASSROOM AND A CLASS COUNCIL.

14.) Seese(1978), Grunwald(1955, 1969), Dreikurs (1968a, 1968b, 1971, 1972, 1974), Cassel (1974), Dinkmeyer (1963).
Results: Ignas(1978, p. 5, 12), Borden (1978, p. 58-61), Dreikurs (1968a, p. 215, second comment).

V. GROUP HOMES AND RESIDENTIAL CAMPS.

15,) James M. Gamble (NASAP 10/77 p. 4) reports, "St. Joseph's is a treatment center for emotionally disturbed children. They are using an Adlerian approach with their children by providing and utilizing training in Adlerian theory for staff and social workers throughout the state of Wyoming. For more information on the program, contact James M. Gamble, Director, St. Joseph's Children's Home, P.O. Box 1117, Torrington, Wyoming 82240."

16.) F. Donald Kelly reports on "an Adlerian rehabilitative and youth development system for youth care workers....A comprehensive model of youth care and treatment....the motivation system, consequences of behavior and encouragement, communication system, social skills, problem solving, family council....Lifestyle and personality data collected from a large population of counselors, teachers, and group home parents were analyzed via multivariate techniques: multiple regression, factor and discriminant analysis. Synthesis of these data provides intriguing implications for theoretical verification of Adlerian theory." (PROGRAM p. 2, 13) A report is being prepared by

F. Donald Kelly, Research Fellow, Boys Town Center For The Study of Youth Development, Boys Town, NE 68010.

17.) John D. West, Professor, West Virginia College of Graduate Studies, Institute, West Virginia.
A residential treatment camp for psychosomatic cases (bronchial asthma). Reported in NASAP (9/77, p. 3):

"Funding has been received to include counseling and parent education as part of the treatment program for children with bronchial asthma. Indications are that a number of environmental factors act as triggering mechanisms for bronchial asthma. Factors include: the presence of allergens, personality characteristics and family stress. Clinical impressions have indicated the creative use of asthmatic symptomology (i.e., receiving recognition, winning power struggles, obtaining revenge, avoiding challenges, getting a rise out of others and being treated as special). A consideration of the purposiveness in symptomology has enhanced the treatment of psychosomatic cases.

"Drs. Bubenzer, West and Zarski of the West Virginia College of Graduate Studies are spending the summer as consultants at Camp Bronco Junction, West Virginia (B.J.). Their work has been facilitated by the efforts of many graduate students. B.J. is the only long term resident camping treatment center in the United States which attempts to provide a normal environment for children who are chronically ill with bronchial asthma. These youngsters hail from all parts of the United States and some foreign countries. The principles of Individual Psychology have been implemented with the efforts of medical personnel and recreation specialists. A team treatment approach is emphasized and appears to be consistent with the holistic premise of Adlerian theory."

18.) Chuck Arnold, Director, Lazy A Ranch International Camp, Boulder, CO. A residential summer camp where "the staff uses Adlerian techniques to direct the activities. Special emphasis is placed on training the children to count on themselves, to work and play cooperatively, and to develop an understanding of their own behavior and that of their fellow campers."(NASAP 3/75 p. 7) And during the winter "for ten months per year....an Adlerian therapeutic community for a small group." (NASAP 4/76 p. 7)

19.) Kay Kummerow, M.S., 28 Montclair Rd., Urbana, IL, describes, "Pioneer Camp, a seven day primitive summer camping experience for 60 8th and 9th graders in Oklahoma teaches social interest through living in community. Boys and girls live in small groups with male and female counselors. The camp structure provides for the interdependence of tasks in a 24 houraday group experience. Decisions to cooperate by the children are requisite in order to accomplish tasks." (PROGRAM p. 15)

VI. SUCCESSFUL SCHOOL COUNSELING AND CONSULTING PROGRAMS

20.) The Portsmouth, N.H., Elementary Guidance Department, along with Larry Hansen of the U. of New Hampshire faculty, have completed the second year of a federally funded program to introduce Adlerian principles and techniques throughout the school system. This year, along with ongoing Parent Study Groups and Teacher Study Groups, a graduate level course in Adlerian methods for the classroom was offered and a Family Education Center was successfully established. Presently, they are working on organizing their program more fully so as to ensure the continued success of the Family Education Center and their Parent and Teacher training programs through future years. Family Education Center, c/o Portsmouth Elementary Guidance Dept., Clough Dr., Portsmouth NH 03801. Report from NASAP (6/77 p. 11)

21.) Portsmouth, R.I. (NASAP 3/78, p. 7):

ADLERIAN SCHOOL PROJECT WINS ACCLAIM

The U.S. Office of Education has cited the RIPPS program in Portsmouth, as one of the 150 exemplary education programs across the nation. This is exciting news for Adlerians since parent study groups and Adlerian thinking are basic to the Reading Instruction and Pupil Personnel Services. Specially designed to help Portsmouth school children (K-10) experience success in school, the program includes two types of trained educators, Reading Specialists (for instruction) and Pupil Personnel Services Specialists (Guidance Counselors, School Psychologists, Social Worker, Case Aide, Consulting Psychologist, and Psychiatrist). How well the child learns and the methods by which he learns are considered in direct relation to the child's emotional, social, physical health and intellectual potential. Eighty-five percent of the 350 children demonstrated substantial gains from the program. Phyllis Martin Grimes, Coordinator of RIPPS has noted a positive correlation between parent participation in the group and improvement in the child's behavior and school achievement. Ms. Grimes received her advanced professional training at University of Vermont, the Alfred Adler Institute of Chicago, the Gesell Institute, Connecticut and the University of Rhode Island Family and Marriage Counselors Training Workshops. She has taught at the Alfred Adler Institute of Rhode Island. More information on this project is available through Education In Action, U.S. Office of Education, Washington, D.C. 20202

22.) Robert Tafoya (1978) has coordinated a successful program in conflict management and peer counseling at Luther Burbank High School, Sacramento City Unified School District. Statistics included.

23.) Manford Sonstegard, Professor, West Virginia College of Graduate Studies, Institute, West Virginia, describes a counseling and consulting program in McDowell County, W.V. (NASAP 4/77 p.8):

Sonste reports that they have begun the training of teachers in the McDowell County Schools in Adlerian approaches. Those working on this project besides Sonste are Toni To ms, Bob Walsh and Dr. John West. In addition to these seminars, there are training groups in counseling, individual and peer counseling; training sessions with the bus drivers and custodians; new approach to student council in order to make it more dynamic as a means of providing the high school students a voice in the operation of the school. This is the first opportunity for an Adlerian program on a county wide basis, Sonste believes.

24.) Parkersburg, W.V. (NASAP 12/75 p. 9):

Parkersburg -- The Wood County Family Education Center, directed by Bob Cate, is in its second year of operation, and the final year of funding by HEW as a pilot delinquency prevention project. A school-based guidance project, in its final year of funding by the Justice Department, also applies Adlerian principles in a limited number of schools. A combined staff of Larry Brothers, Carolyn Somerville, Haynes Huddleston, Brenda Meadows, and Rosemary Kramer work with Bob in establishing Parent Study Groups, consulting in the schools, providing teacher in-service workshops, conducting Teacher Study Groups and discussion groups with high school youth, making home visits, providing input to the juvenile court, and providing individual, marriage, and family counseling. Parent Study Groups are being led this year by trained lay leaders, and will be part of the YMCA and Adult Education programs. Both projects are funded through the Wood County Board of Education--hopefully the programs can be continued locally next year. Local input to planning for the future functioning of the Center is being solicited at meetings with lay and community leaders Nov. 19 and 20, and Dec. 3.

25.) A program of Adlerian family and school counseling, and teacher study groups and C-groups had been implemented in the Gwinnett County Schools, Lawrenceville, Georgia 30245. A formal research study in these schools was published (Kern 1977). One of the counselors, Fran Mullis, reports on the parent study groups, "My informal surveys used with parent study groups show that about 70% of the parents indicate (according to a pre-post evaluation form - rating scale) an improvement in behavior, 20% no change, and 10% report a regression in behavior." The school counseling department had published two monographs, PEAK (Parents Educated About Kids), a study group guide, and The Funtastic Book (material for teachers). They were reviewed in RELAY (11/77 p. 9-11). Fran Mullis (1978a) has written Outline For Classroom Guidance Activities and has provided (Mullis 1978b) descriptions of "C-groups forTeachers, Teacher Study Groups, Counseling Groups For Children, Parent Study Groups, and a Behavior Rating Scale - Parents Form." For a complete program guide, write to Mrs. Mary Joe Hannaford, Gwinnett County Schools.

26.)

STATE OF FLORIDA ENDORSES ADLERIAN PARENT AND TEACHER GROUPS

April 16, 1975 will see the conclusion of a one-year state-wide project in Florida Elementary schools designed to introduce Adlerian parent and teacher groups. The Florida State Department of Education, in cooperation with the University of Miami Desegregation Center, invited a team from each county in Florida to attend a regional workshop. The make-up of the team contributed substantially to the success of the project. Each team consisted of an elementary school counselor, a teacher, a parent, the school principal, and the county guidance supervisor. Dr. Frank Walton conducted two-day workshops in Tallahassee, Tampa, Orlando and Fort Lauderdale. Frank introduced Adlerian theory and technique and demonstrated parent and teacher groups. Participants had an opportunity to lead or be involved in a group. Each two-day workshop was followed by a one-day meeting to provide added assistance after participants had begun to use the goups in their school. Parent groups used Children: The Challenge or Raising a Responsible Child, while teacher groups used Winning Children Over.

The response of the participants has been enthusiastic. Representatives from ninety percent of the counties participated in the project and have successfully implemented the group procedures in their schools. The individual responsible for the design of the project was Florida State Supervisor of Elementary Guidance, Ms. Billie Jackson.

27.) Dorothy Cruickshank, Steve Swenson, Don Mihaloew, and Raymond Lowe in Oregon report on Adlerian counseling programs in several districts, in a 1977 issue of Oregon Personnel and Guidance Journal entitled Family Education and Counseling. The editor states, "If the first four articles appear strongly Adlerian based, it is rightly so, for the model and subsequent applications and modifications represent ideas that have come into wide acceptance." (OSIP 9/77 p. 10) Also reported in OSIP (1/76 p.1).

Raymond Lowe has coordinated the Eugene Community Parent-Teacher Education Center since 1958. The counseling is open to the public and "is generally to assist parents and youth in ending the warfare and improve communication skills." (The Parent/Youth Counseling Program, OSIP 11/77 p.1). CP-TEC is also described in OSIP (5/78 p. 4) and in two books, Lowe (in press) and a chapter in New Horizons in Counseling Psychology (Josie-Bass, 1977).

An example from OSIP (5/75 p. 7-8):

> The Eugene School District, with financial support from the State Department of Education, has developed and is using a bold and imaginative elementary school training program in social skills. It involves a principal, teachers, counselor, and pupils in learning and using the basic principles of Dr. Dreikurs. District counselor, Dorothy Cruikshank, describes its origin and its plan of operation.
>
> During last school year a forward looking kindergarten teacher, Mary Chapman, decided that upper grade children helping her small children would be good for both groups. The children were willing, but without some kind of human relations concepts it proved rather pointless with haphazard results. Mary and Dorothy thought they could do better than that.
>
> So last summer they worked out a plan involving attitudes and social relationships for the kindergarten which could be taught to the upper grade children and

utilized by teachers and pupils. Dorothy said, "Both of us are Adlerian trained so we selected five main Dreikursian areas of: mutual respect, family constellation, encouragement, interaction (goals), and problem solving (class discussions). The plan of action included learning the concepts, in-service for upper grade children, and activities within the kindergarten (opportunity to practice the concepts).

Sample from Course Guide

CONCEPT	IN-SERVICE FOR FIFTH GRADE	ACTIVITY WITH KINDERGARTEN
Teasing or bragging	Make up a skit with:	
(We can decide how we are going to feel and what we can do)*	a. the bugged b. the bugger c. the unbuggable (use 3 or 4 children to the group; put on video tape if possible. Setting can be at school or at home.	Perform the skits Talk about their feelings when they are: bugged the bugger unbuggable Then discuss difference to be unbuggable, how you like being bugged and other ways to do things together in place of bugging.

The use of first person feelings as a focal point provides the basis for kindergarten discussion. As a result of the skit and discussion the older children and the teacher can develop several of Dr. Dreikurs' recommendations such as: 1) others cannot upset you; you allow yourself to be upset. 2) you can't make others do anything; you can be only responsible for what you do. 3) small children effectively train their parents (others). 4) cooperation is the basis for happiness (social interest). 5) mistakes are a necessary part of learning; the use of natural and logical consequences should be the means of correction and not by criticism or nagging. 6) be concerned about mistaken attitudes and how to change them (faulty private logic) rather than in condemning the act.

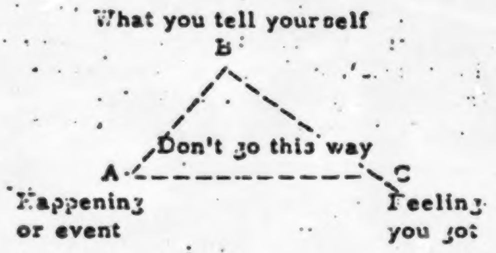
*The use of feelings in this context is that of a tool rather than an end. The feelings are not to be changed as such, but the change comes incidentally with improved attitudes and social relationships.

Implementing the Plan

Each kindergarten child dictates answers to four short questions (opportunity for upper class pupils to have a specific assignment in helping). The questions are:

1) Happening or event? (supply answers here)
2) What you said to yourself to get these feelings?
3) The feeling you then had?
4) What you could have said to yourself in order to feel better?

Visual Aid to Direct Thinking



And Dorothy is systematically developing a system to make the plan work. She says, "The fifth grade meets at 12:30 on Tuesdays and Thursdays. Each one has a kindergarten partner. We sometimes debrief immediately following activities with the kindergarten and sometimes wait for the Tuesday in-service session. Visitors and inquiries are welcome."

28.) Edna Nash (1977)

THE DISCOVERY SCHOOL: A school consultation program for parents and teachers.
Supervisor: Edna Nash, #302 - 2020 Bellevue Ave., West Vancouver,
B.C., Canada V7B 1B8
Reported in The Relay (Newsletter of Region I of North Am. Soc. of Adlerian Psy.)
1320 N.W. 13th St., Corvallis, OR 97330:

November, 1977: The Discovery School is an elementary school in Surrey, a municipality adjacent to Vancouver, It owes its uniqueness to the fact that it is operating a School for Parents based on the concept that Achi Yotam of Tel Aviv discussed in his interview with Hal McAbee in The Individual Psychologist (Nov. 1976). Briefly the concept is this: parents observe a demonstration of Adlerian family counseling for an hour. After a short break parents meet in small groups for another hour to discuss with a leader and each other, the concerns, the principles involved, and the recommendations made. They also ponder how these ideas can be applied in their own families. Those who decide to apply them during the week then report back to the group the following week. Frequent reference is made to the principles that are posted in the room e.g. "That is based on that principle." The parent coordinator also picks out relevant chapters in Children the Challenge and recommends them for reading during the week.

Another feature of the School's uniqueness is that the entire teaching staff is involved. Each of the seven teachers made a commitment at the start to initiate and support the idea and now that it has begun one serves as the playroom supervisor while the others attend as group members. Leaders are all lay leaders.

Continuing supervision is being provided by Edna Nash who meets with the leaders for an hour before each session. Here the leaders share their successes and receive help with their difficulties, hear a report of the family to be counselled from the intake interviewer and learn one leadership skill. Later, in a fifteen minute break before joining their groups, they meet again to make sure they understand the issues, principles and recommendations discussed in the counseling session.

March, 1978: How often we hear of all the problems of a school, the parents, and lack of community interest. Then everybody works on the problems. How about a description of teacher-parent positive cooperation before problems arise, which expands into a warm cooperative community atmosphere? Such a program, delightfully described by teacher vice-principal Adel Gaba, of Discovery School, Surrey, British Columbia, is a joy to read and could serve as a model for every community. Adel says of these Dreikurs/Adler oriented activities:

Since September (1977) much has happened and all has been most encouraging. Our "School for Parents" has brought in about sixty parents every Monday night session. The parents are learning much and are delighted with the program. The group leaders are studying and putting what they learn to beautiful use - each group leader doing a fantastic job after the Family In Focus session, with his or her group discussing the principles and ways each family can practise them in their family situations. Edna Nash is radiating with hapiness because the families are coming, participating and learning. Our staff is working hard to keep things set up and functioning but each of us is delighted with the results. We can see the progress being made and now we can actually talk with many of our parents -talk with them using the same language.What a difference this has made to the growth of the children! No longer are the youngsters from most families subjected to one standard at school and another at home. Now home and school work together and the youngsters know it and are happy! We have so many parents, teachers, and youngsters working together that the families not as yet attending School for Parents are absorbing through their pores from the cooperative atmosphere. It is stimulating to be part of a cooperative community.

NASAP (9/75 p. 9): Edna Nash also reports on the Killarney Secondary School Project, in Vancouver, which provides study groups and open sessions with parents and teachers to implement a democratic model in parent-teacher-student relations.

29.) **Genevieve Painter RELAY 11/1976 p.6**
Consulting: Radio courses with feedback, and teachers' responses

RADIO TEACHING - AN AMAZING SUCCESS

Dr. Genevieve Painter, author and authority on practical use of Dreikursian Psychology, shares a very successful radio teaching experience from Hawaii. Radio is often thought of as an obsolete communication but in many areas it has an extensive audience. She shares her experiences for all of Region I.

Teaching On Radio in Hawaii

"In the summer, 1975, I was invited to teach a class on marriage via radio for credit for Hawaii Pacific College. Since I did not wish to become known as a bore, I decided that it would be better to use a discussion rather than lecture; I invited Charles Schuetz to teach with me. The course was announced; there was not even one student enrolled in advance of our first class; we kept the enrollment period open for three weeks of broadcast, and by that time we had an enrollment of 98 students. We used Dreikurs' The Challenge of Marriage as our text. We broadcast for one and one-half hours weekly, for fourteen weeks. Our format was a discussion and telephone calls at specified times. Although there were 98 students enrolled for credit, many people in the community listened and also made calls; we reach the outer islands as well as our own."

Other Approaches Used in Hawaii

What one woman can do in a land 2000 miles from mainland Adlerians! Genevieve Painter is an inspiration. She continues in her report:

"In the Fall, 1975, Chuck and I taught a class on Parenting using The Practical Parent by Corsini and myself. We had 390 students enrolled in that class.

When the college asked me what I wanted to teach in the Spring of 1976 I suggested a course for teachers, using Dreikurs, Grunwald, and Pepper's Maintaining Sanity in the Classroom. We were amazed to find that we had an enrollment of 630 teachers from public and private schools who teach children from pre-school through high school. The course was effective, if we can go by our phone calls and the comments written on examination papers. We roleplayed on the air situations which teachers found difficult to handle. For example, one teacher phoned us three weeks in a row; on the phone broadcast I played the teacher and she, the assorted statements that the children might make. She wrote at the end of the course that the most difficult child in her class was elected "citizen of the week" by his classmates. She was looking forward to the beginning of the school year so that she could use our techniques from day one.

Again we are teaching a course for teachers on radio, again with a large enrollment, and now in addition to our discussions we have teachers, school counselors, adolescents, parents, all of whom are now using our methods, talk with us on the air and answer phone calls. The text is Dreikurs' and Cassel's Discipline Without Tears.

This fall I am also teaching a classroom course (not on the air) for school personnel and parents, "The Psychology of Parent Involvement in the Schools." There are twenty students enrolled, and I am hoping to get school personnel interested in doing our parent study groups and later (when trained) family counseling centers."

30.) School counseling and consulting and family education in other countries: Adlerian concepts have been successfully applied by teachers at a school in Athens since 1962. This school, through high school, is operated by the Jewish residents of Greece for their children. (NASAP 5/77 p.6)

Work in Israel is reported by Yotam (1976) and in several European countries in NASAP (6/78 p. 2-3 and 4/78 p. 3-4) and in RELAY (9/77 p. 7). The Alfred Adler school in Berlin also applies these concepts. (JIP 11/73, p. 262, and 11/74, p. 139)

31.) Applications with third world societies:
Dinkmeyer reports in NASAP (1/78, p.9) that STEP (a parent education curriculum, Dinkmeyer, 1976) and DUSO (a counseling aide for classrooms, Dinkmeyer, 1970), both multimedia, have received an enthusiastic response in Venequela.
STEP has also been well received in Australia with a group of Aboriginal parents. (NASAP 6/77, p. 12):

> Queensland--The following was received from M. S. Nystul: "Interest in Adlerian psychology is increasing rapidly in Queensland, Australia. Ross Clark and Leslie McIntyre have been using Systematic Training for Effective Parenting (STEP) with a group of Aboriginal parents and received an enthusiastic reaction. Jane Nystul is also using STEP to train her Family Day Care parents. Cynthia Schultz (under the supervision of M.S. Nystul) has just completed her major part of her Ph.D. program comparing the effects of Adlerian Parent Study groups, PET, and a behavioural approach on parental attitudes. Her results showed the Adlerian and PET approaches had the most significant attitudinal changes, thus the rationale for using STEP. In fact, M. S. Nystul has recently provided intensive training in STEP for over 30 physicians, psychologists, social workers, counsellors, etc.